University of Massachusetts at Boston

September 1977

Courses of Studies Bulletin 1977-78

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Nondiscrimination and Affirmative Action Policy

UMB does not discriminate against students, faculty, staff, or applicants for employment because of sex, ethnic background, race, age, religion, or handicapped status. UMB is also fully cognizant of its responsibilities under Title IX of the Higher Education Amendments of 1972, of Titles VI and VII of the Civil Rights Act, of § 503 and 504 of the Rehabilitation Act of 1973, and the Equal Pay Act.

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Calendar 1977-1978

First Semester

September 5	Monday	Holiday (Labor Day)
September 6	Tuesday	Special Add/Drop Day
September 7	Wednesday	Classes Begin
September 13	Tuesday	End of Add/Drop
October 10	Monday	Holiday (Columbus Day)
October 21	Friday	Mid-Semester Pass/Fail Deadline
November 4	Friday	Withdrawal Deadline
November 11	Friday	Holiday (Veteran's Day)
Nov. 21-Dec. 3	Monday-Friday	Advance Registration
November 24-27	Thursday-Sunday	Thanksgiving Recess
November 28	Monday	Classes Resume
December 12	Monday	Classes End
December 13-15	Tuesday-Thursday	Reading Period
December 16-23	Friday-Friday	Final Examination Period
December 24	Saturday	Emergency make-up day in case of snow cancellation

Second Semester

January 20	Friday	Special Add/Drop Day
January 23	Monday	Classes Begin
January 27	Friday	Add/Drop Ends
February 20	Monday	Holiday (Washington's Birthday)
February 21	Tuesday	Monday Schedule
March 10	Friday	Mid-Semester Pass/Fail Deadline
March 11-19	Saturday-Sunday	Spring Vacation
March 20	Monday	Classes Resume
March 24	Friday	Withdrawal Deadline
April 17	Monday	Holiday (Patriot's Day)
April 18-28	Tuesday-Friday	Advance Registration
May 2	Tuesday	Classes End
May 3-5	Wednesday-Friday	Reading Period
May 5	Friday	Senior Grades Due
May 8-15	Monday-Monday	Final Examination Period
May 25	Thursday	Commencement

USED

Message from the Chancellor

Today American higher education faces its hardest task in the urban centers and in terms of what it will do for those who so far have not had an opportunity for a college education. At UMass/Boston, we face squarely both these issues. We are in the midst of an urban center and we are by mandate the people's university.

It is in this context that I intend to make UMass/Boston a determining experience in the life of the students from Boston and from the Commonwealth who sincerely seek an education.

A university's fundamental function is the search for truth and knowledge, their preservation and dissemination. The truth and knowledge that we discover must be brought out in the sunlight for all to see in a market-place of ideas where each individual may make his own judgments and choices.

I hope that each student's stay at UMass/Boston will be an exciting adventure in this process of search and decision. It is our responsibility to sustain the students in their efforts by providing them with the best possible education that can be achieved within our resources and our abilities. Our campus, facilities, and energies are dedicated to making UMass/Boston a positive force, a good influence, and a creative experience for all concerned. I pledge my every effort to these ends.

Carlo L. Golino

Foreword

The University of Massachusetts at Boston was founded in 1965 to provide the opportunity for a superior education at moderate cost to the people of the Commonwealth and particularly of Greater Boston. Since its founding, the University has demonstrated a deep commitment to serving its students, many of whom have special needs, and its community. Undergraduate enrollment is centered in the College of Arts and Sciences, though undergraduates seeking specialized professional training are served by the College of Public and Community Service and the College of Professional Studies. Post-graduate studies are offered at the Master's level with programs in Chemistry, Mathematics, English, History and Biology. In addition to the University offerings in the arts and sciences, the campus also offers a Teacher Certification Program that meets the State's standards, a concentration in Afro-American Studies, a Law and Justice Program, Religious Studies, Urban Affairs, and Women's Studies.

The urban setting permits the University to offer a broad array of resources — educational, professional, and cultural — unique in American higher education. These resources, in conjunction with a good student/faculty ratio and outstanding commitment to the student's individual development, enable the student to earn an excellent collegiate education. Each element within the University has developed a distinctive character, yet the University's resources are available to all. In studying this catalogue you should keep in mind that it is not just the particular college but the University that offers you such a rich curriculum.

The principal campus is located on a spacious site in Dorchester, overlooking Boston's beautiful and historic harbor. The University also maintains its Downtown Boston Campus in the central Park Square area at 100 Arlington Street.

The Harbor Campus presently features a six-building complex: two serving the College of Arts and Sciences, the central library, the science center, administration and service buildings. Future buildings will include a recreation-sports center, and a multi-purpose academic and student activities building. The John F. Kennedy Memorial Library, an invaluable resource facility and major public attraction, will also be located on the harbor's edge abutting the University. Recently, the Harbor Campus has been mentioned as the most appropriate site for the relocation of the Archives of the Commonwealth of Massachusetts. These Archives, together with the resources of the Kennedy Presidential Library, would give the University access to unparalleled educational resources.

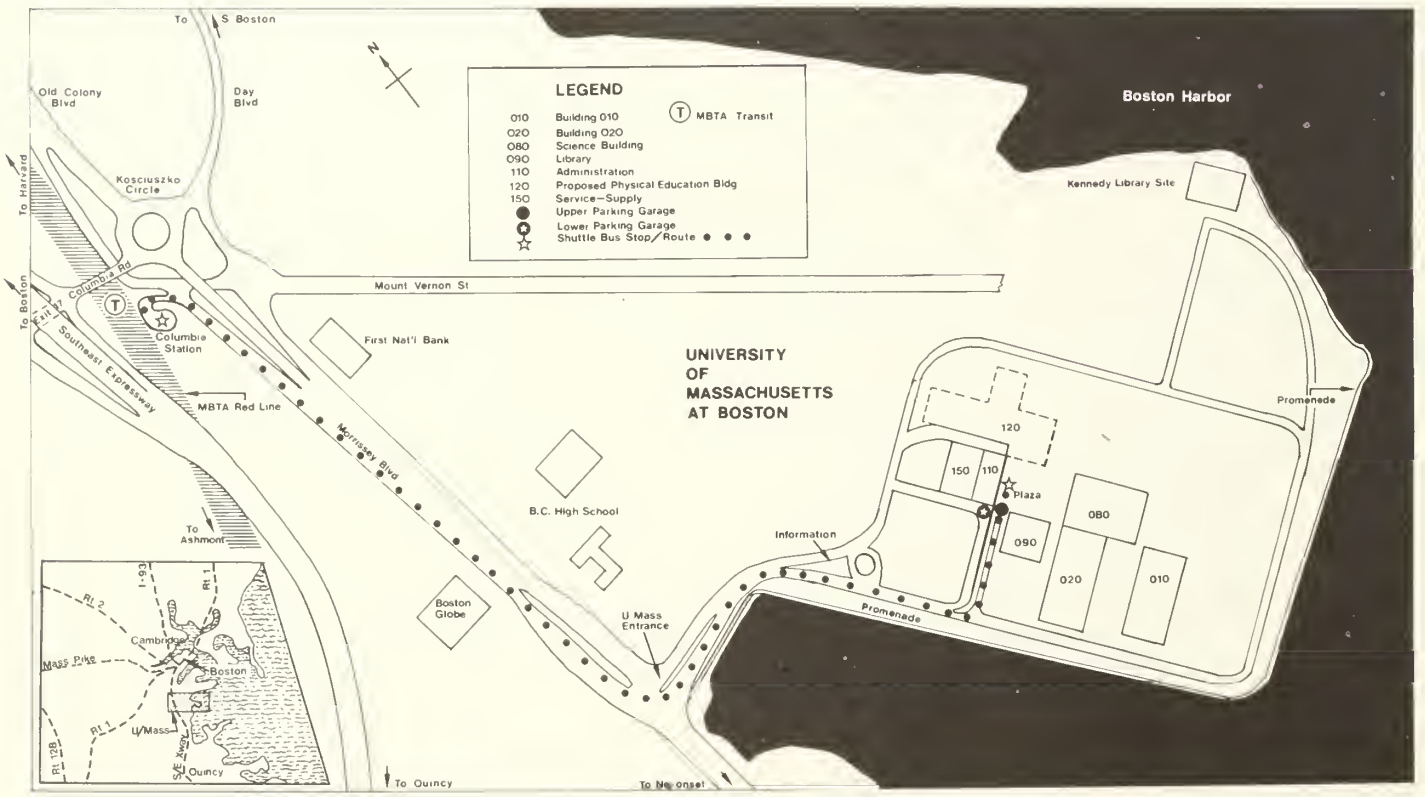
The Harbor Campus is easily accessible to the entire Greater Boston area. Free shuttle bus service runs frequently between the Campus and the Columbia MBTA station, and free shuttle bus service also operates between the Harbor and Downtown Campuses. Underground parking is available at a reasonable charge at the main campus.

Life at the University of Massachusetts at Boston is as rich and varied as the City of Boston itself. As a student you can readily visit world-famous museums, or enjoy a sail around the harbor. As you can design your curriculum, you can also design your non-academic life. The access and opportunity offered by the University is mirrored by the access and opportunity of Boston and New England.

The University of Massachusetts at Boston is part of the state-wide university system which includes the university campus at Amherst and the Medical School in Worcester. Each unit of the system abides by the policy that acceptance of students is based without regard to race, color, creed, sex, or national origin.

Important Note to the Reader

The purpose of this bulletin is to provide academic and non-academic information about the University of Massachusetts to persons who work and study here, to persons who may be interested in applying for admission, and to parents, teachers, counselors and the general public. THIS BULLETIN IS NOT A CONTRACT OR AN OFFER TO MAKE A CONTRACT. *While every effort has been made to ensure the accuracy of the information in this bulletin, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided or any other subject addressed in this bulletin. The information in this bulletin is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred.*



DIRECTIONS - UMass-Boston is only 3 miles from downtown Boston, and easily accessible by public or private transportation

From North or West - Take Southeast Expressway and leave at Exit 17, turn left onto Columbia Road; enter rotary and take first right down ramp to Morrissey Boulevard, bear right of island following UMass-Boston sign, at first traffic lights, turn left into campus

From South - Take Southeast Expressway and leave at Exit 18 - Morrissey Boulevard UMass (Near Boston Gas tanks)

Public Transportation - Take MBTA Red Line to Columbia Station University shuttle bus service picks up passengers at the T parking lot

General Information

Admissions

Applications

Applications for admission may be obtained from the Admissions Office, University of Massachusetts/Boston, Boston, Massachusetts 02125. An application fee of $10.00 in-state and $25.00 out-of-state must accompany the application.

Applicants are invited to visit the campus where group meetings are held daily at 4:00 p.m. from September through June, except during the last three weeks of December. An applicant should be assured, however, that if he is unable to visit Boston his application will be in no way disadvantaged.

Testing Procedure

All applicants must take the Scholastic Aptitude Test given by the College Entrance Examination Board. The University also recommends three College Board Achievement Tests, including English composition and a language. All College Board Test reports must be sent directly to the Admissions Office, University of Massachusetts at Boston, Boston, Massachusetts 02125, from the College Board Testing Center. The applicant himself must notify the Board that he wishes his scores sent to this University. Applicants who have been out of school for more than two years should take the Scholastic Aptitude Tests again.

Foreign and Out-of-State Students

Since the University of Massachusetts at Boston has a five percent limit on out-of-state and foreign students, the competition among these candidates is always extremely keen.

All foreign students whose schooling has been in English are required to submit results of Scholastic Aptitude Tests. Students whose native language is not English must submit results of the Test of English as a Foreign Language. Information regarding test centers and dates for both the SAT and the TOEFL may be obtained from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540 or, if you are in the Boston area, from Boston University's Testing and Counseling Center.

As a state University, the University of Massachusetts at Boston is able to offer no financial aid to foreign students. Therefore, foreign students should make certain that they can meet all expenses before applying for admission.

High School Preparation

The subjects of preparatory study recommended for admission call for the satisfactory completion of a four year high school course or its equivalent and are stated in terms of units. A unit is the equivalent of at least four recitations a week for a school year. High school graduation alone is not sufficient. The applicant's record must indicate capacity for handling the quality of scholastic work which the University has established as its standard of achievement. Sixteen units of the secondary school work must be offered, selected according to the following recommendations:

College Preparatory Mathematics (2 algebra and 1 geometry recommended)	3
English	4
Foreign Language (2 yrs. of a language)	2
U.S. History	1
Laboratory Science	1

The remaining units are elective and may be selected from the following subject matter:

Mathematics
Science
Foreign Language
History and Social Studies
Free Electives (not more than four units)

Free elective subjects are those not included in the preceding groups, for example: Music, Art, Drawing, Typewriting, Aeronautics, Agriculture, Home Economics, etc. Such free electives are allowed in order that the student who wishes may have some opportunity to elect other high school offerings, while at the same time covering the fundamental requirements for college work.

Students planning to major in the Physical Sciences and Mathematics should, if possible, offer two years of Algebra, one of Plane Geometry, and one-half year of Trigonometry. Preparation in Analytical or solid Geometry, Chemistry, Physics and Introductory Calculus is also strongly recommended.

Candidates of exceptional ability and promise may be considered for admission even though some of the prescribed courses are not included in their high school records. Candidates who are deficient in one or more subjects required for admission to the University must present records which are otherwise strong.

Some of the programs offered at the University will serve students through nontraditional programs and courses, and in these programs the experiences and background of the applicant will be evaluated in addition to, or instead of, the traditional academic preparation.

Equivalency Diploma

In some cases the Massachusetts High School Equivalency Diploma may be substituted for the usual high school program. It is suggested that persons with an equivalency diploma arrange for a personal interview with a member of the admissions staff to discuss their goals and possible plans for meeting these goals.

Acknowledgement and Notification

In most cases applicants will be notified by letter during April of the action taken on their application for September and during December for January. Applicants who present strong academic records, enthusiastic school recommendations and satisfactory College Board Scores will receive earlier notification. Freshmen applicants accepted at an earlier date; however, are under no pressure to make a final decision in regard to their choice of college before the Candiate's Reply Date of May 4. In this way the burden of multiple applications on high school guidance counselors and college admissions offices may be lessened.

Advanced Placement

Students whose scores on Advanced Placement examinations meet standards determined by the University shall be regarded as meeting the equivalent University requirements. The College Entrance Examination Board Advanced Placement Examination or special examinations given by the University will determine advanced placement.

Transfer Students

Transfer applications are encouraged especially from two year colleges. Transfers are required to submit all college transcripts. Submission of high school records and Scholastic Aptitude Test scores is optional for students with more than one full-time year of college level courses.

Any courses taken at an accredited institution which is comparable in substance to a course offered at the University of Massachusetts at Boston and in which the grade is "C" or better, will transfer and be applied, wherever possible, to the graduation requirement.

All transfer students who are candidates for a Bachelor's degree must take at least 45 semester credits in residence as well as fulfill all college requirements.

Commonwealth Transfer Compact

As a signatory institution of the Commonwealth Transfer Compact, the University of Massachusetts recognizes its obligation to provide a smooth transition for the community college student with an associate degree who seeks enrollment at the University. Using the guidelines set forth in the Compact, any student certified as a compact student from a signatory two-year institution will be accorded all of the benefits and privileges set forth in the Compact.

Part-time Study

The University of Massachusetts at Boston encourages applications for part-time study. Part-time students may be either degree seeking or non-matriculated. Because of the often non-traditional backgrounds and experiences of part-time students, a personal interview may become an important part of the evaluation and thus may be required of an applicant for part-time study. Applicants who already have a Bachelor's Degree should apply as Post-graduates and need only submit the final college transcript.

Evening Schedule

The University of Massachusetts at Boston is offering a substantial number of courses during the late afternoon and evening hours. These offerings are part of our regular program of studies and are taught by the same faculty. By extending our class hours into the evening, we hope to provide students with a broader and more flexible schedule of studies. Students may now elect courses according to their needs, solely in the evening, late afternoon, or in combination with day classes. All students enrolled at U Mass/Boston are eligible and are encouraged to register for the extended day courses.

Special Admissions Program

In addition to its regular admissions process, UMB is committed to recruiting students who have potential for college level studies but require an intensive program of basic skills development in order to perform adequately at the freshman level.

Special Admissions is particularly aimed at inner-city residents and other prospective applicants from economically and educationally disadvantaged backgrounds — that is potential students who, though capable and willing, may lack some of the conventional prerequisites for college admissions such as SAT scores.

Students recruited through Special Admissions will be conditionally accepted. Final admission to UMB as regular freshmen will be contingent upon successful completion of a Pre-College Basic Skills Development Program offered before the beginning of each semester. In this Pre-College Program, students will be able to: work on their academic deficiencies; learn about various possibilities for further educational growth; and receive individualized assistance to prepare for University studies. During their first semester at UMB as regular freshmen, Special Admissions students will be enrolled in three University courses while at the same time they will also participate in a variety of academic support programs aimed at further developing their competence for successful college studies.

To apply for the Special Admissions Program, candidates must submit the following materials before their application can be reviewed:

1. Completed application form
2. Transcripts from high school and any colleges attended or GED
3. Two letters of recommendation
4. Attend a seminar and a personal interview

After completion of the application and receipt of the supporting materials, an interview will be arranged. The purpose of the interview is to determine the applicant's interest and motivation; to determine his potential for college level study at UMB; and to assess the suitability of the Basic Skills Development Program in remedying his academic deficiencies.

For information and application materials, contact Ms. Henrietta Ball, Assistant Director of Admissions, University of Massachusetts at Boston, Boston, Massachusetts 02125.

Financial Aid materials will be supplied along with admissions materials.

Summer School

During a special summer term, U Mass/Boston offers an extensive list of undergraduate courses, as well as some graduate courses. The Summer School courses carry full academic credit and are taught mainly by regular U Mass faculty. The summer term allows both U Mass/Boston students and others to either fulfill university requirements or explore areas outside the scope of their regular academic career.

Since last year the Summer School has operated on a fee-assisted, self-supporting basis, which allows for a greater variety of courses and programs.

Residence Status

These rules and regulations shall apply to the classifications of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes. The residency form accompanies the application and classification is made at the time of admission. Those not qualified or wishing appeal see Section 7.

Section 1/ Definitions

(1) Academic Period — A term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

(2) Continuous Attendance — Enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

(3) Domicile — A person's true, fixed and permanent home and place of habitation, where he intends to remain permanently or for an indefinite time.

(4) Emancipated Person — A person (a) who has attained the age of 18 years, or (b) if under 18 years of age, whose parents have entirely surrendered the right to the care, custody, and earnings, of such person and who no longer are under any legal obligation to support or maintain such person, or (c) a person who has no parent. If none of the aforesaid definitions apply, said person shall be deemed an "Unemancipated Person".

(5) His — Shall apply to the female as well as the male gender.

(6) Parent — With respect to a person (in case of an adopted person, inserting the adjective "Adoptive" before the words "Father" and "Mother" wherever used):
   (a) The person's father;
   (b) If the person's father dies, either the legal guardian or if no legal guardian is appointed, the person's mother;
   (c) If neither the father nor mother is living and no legal guardian is appointed, the person who then stands in "loco parentis" to the person;
   (d) If the father and mother are divorced, the person to whom legal custody of the person is awarded;
   (e) If the father and mother are divorced, separated or unmarried and legal custody has not been awarded, the father or the mother as the case may be, with whom the person lives or, if he lives with neither and the father is living, the father.

(7) Residence — A place of habitation

Section 2/ Rules of Determination of Domicile

(1) Domicile is not acquired by mere physical presence in Massachusetts while the person is carrying on a course of study at the University or while the person is engaged in employment for a specified term unless Massachusetts is otherwise the domicile of the person.

(2) Domicile at birth may be changed thereafter by action of the parent in the case of an unemancipated person or by action of the person himself in the case of an emancipated person.

(3) A person claiming Massachusetts as his domicile shall furnish evidence to support such claim. The burden of proof in all cases is upon the person making the claim. The following shall be of probative value, although not necessarily conclusive, in support of a claim of domicile within Massachusetts:
   (a) Birth Certificate
   (b) Motor vehicle registration and/or operator's license
   (c) Voting or registration for voting
   (d) Certified copies of federal and state income tax returns
   (e) Property ownership
   (f) Continuous physical presence in Massachusetts during periods when not enrolled as a student
   (g) Permanent employment in a position not normally filled by a student
   (h) Reliance on Massachusetts sources for financial support
   (i) Former domicile in Massachusetts and maintenance of significant connections therein while absent
   (j) Domicile of parent within Massachusetts

Evidence submitted in support of an assertion of domicile or of parental relationship shall be in such form as the Treasurer of the University of his designee may require. Copies of official records or documents shall be authenticated by a proper officer. Assertions of fact made other than by an authenticated copy of an official record shall be certified as to accuracy and completeness by the person submitting the same.

Section 3/ Proof of Parental Relationship

A person asserting that he is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

(a) Birth certificate or any other legal document that shows place and date of birth

(b) Legal guardianship papers, court appointment and termination must be submitted

(c) Statement of the person, his parent(s), guardian(s), or others certifying no financial support

(d) Certified copies of federal and state income tax returns filed by the person and his parent(s)

(e) Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation

Section 4/ Rules of Classification

(1) Every emancipated person applying for admission to the University who has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the date of his application and has established a domicile in Massachusetts

(2) Every unemancipated person applying for admission to the University, whose parent has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the date of application and has established a domicile in Massachusetts, shall be eligible for classification as a Massachusetts student for tuition purposes for such academic period

(3) Every emanicipated person seeking a change in classification who has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the beginning date of the academic period for which he registers and has established a domicile in Massachusetts shall be eligible for classification as a Massachusetts student for tuition purposes for such academic period

(4) Every unemancipated person seeking a change in classification, whose parent has maintained a residence in Massachusetts for a period of not less than one continuous calendar year next preceding the beginning date of the academic period for which he registers and has established a domicile in Massachusetts, shall be eligible for classification as a Massachusetts student for tuition purposes for such academic period

(5) A person having his domicile elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts student for tuition purposes except as herein provided

(6) Any person who is registered at the University as a Massachusetts student shall be eligible for continued classification as a Massachusetts student for tuition purposes (until attainment of the degree for which he is then enrolled) during continuous attendance at such institution

(7) A member of the armed forces of the United States and his spouse and unemancipated children shall, while he is on active duty and stationed in the Commonwealth of Massachusetts, be eligible for classification as Massachusetts students for tuition purposes

Section 5/ Change in Classification

No application for change to classification as a Massachusetts student for tuition purposes submitted later than the first day of classes shall affect a classification during the then current academic period.

Section 6/ Penalty for Misrepresentations

Misrepresentation in or omission from any evidence submitted of any fact which if correctly or completely stated would be grounds to deny classification as a Massachusetts student for tuition purposes shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Section 7/ Appeals

Appeal from a determination denying classification as a Massachusetts student shall be initiated by filing a tuition classification appeal form with the treasurer of the University at the Amherst Campus.

Section 8/ Miscellaneous

Nothing contained herein shall be construed as limiting or prohibiting the authority of the Board of Trustees to waive or reduce tuition charges.

Classification of Students

Degree Students

Full-time students:
All students carrying 3 courses of 4 or more credits each or 12 or more credits are accepted as degree candidates and assigned to a graduating class.

Non-classified Degree Students:
Students who are admitted to degree status on the same basis as full-time students, but with the expectation of only part-time pursuit of the degree, are considered non-classified students. They are given a classification of "NC". For their initial enrollment they are classified as freshman or transfers by the admission office. They are assigned to an advisor for appropriate counseling and advance registration advising.

Non-Degree Students

Special Students:
A transient student accepted for courses on a non-continuing basis is assigned to this category. Class designation is "SP".

Student Expenses 1977-1978

The financial requirements of the University, changing costs, state and legislative action, and other matters may require an adjustment of these charges and expenses. The University reserves the right to make adjustments to the estimated charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

Entrance Expenses

Application Fee:
Each application for admission to the University must be accompanied by a non-refundable application fee payment of $10.00 for qualified Massachusetts residents; $25.00 for non-Massachusetts residents. Checks should be made payable to the UNIVERSITY OF MASSACHUSETTS, BOSTON.

Matriculation and Orientation Fees:
Upon acceptance, all first-time students are required to pay a combined (non-refundable) $30.00 fee to indicate their intention to enter and to reserve their place. Fifteen dollars is applied to orientation and counseling expenses. Fifteen dollars will be applied to the first semester's tuition expenses upon enrollment. Checks should be made payable to the UNIVERSITY OF MASSACHUSETTS, BOSTON, and returned to the Admissions Office.

Sample Initial Payments for New Students

The initial payments for first semester expenses required for new freshmen and transfer students prior to Fall 1977 Registration, and other expenses reasonably expected are:

Entrance Expenses	Mass. Residents	All Others
Application Fee (with application)	10.00	25.00
Matriculation/Orient. Fee (upon acceptance)	30.00	30.00
	$ 40.00	$ 55.00

Full-Time Students

Estimated Semester Tuition Bill

Tuition (Mass Resident- To increase Spring '78)	203.00	
Tuition Non-Resident		760.00
Student Activities Fee	15.00	15.00
Student Health Services Fee	22.00	22.00
Student Medical/Surgical Ins. (optional) 12 months coverage	55.00	55.00
Mass Pirg (optional)	2.00	2.00
Total Tuition Bill	$297.00	$ 854.00
Books, Laboratory, Other Supplies, Estimated	100.00	100.00
Total Estimated Semester Expenses	$437.00	$1009.00

Annual Expenses

Expenses are approximately $800-$900 per year for a full-time Massachusetts resident. The following estimate of a year's expenses for full-time students includes only those items which are strictly University-related. Beginning Spring semester, 1978, tuition for Massachusetts residents will be $525 per year; for others, $1550.

Estimated Annual Expenses

Tuition (Qualified Mass. Residents)	$525.00
Student Activities Fee	30.00
Health Services Fee	44.00
Student Medical/Surgical Ins. (12 months coverage-optional)	55.00
Mass Pirg (optional)	4.00
Books, Laboratory and Other Supplies	200.00
Estimate	$858.00

No provision is made for room and board as the University of Massachusetts at Boston is Non-residential.

The figure for books, etc., are estimates, they vary depending upon courses chosen and individual needs. Students should be prepared to pay cash for books and incidental supplies. Certain departments make special charges for necessary laboratory supplies. These are payable after classes commence. The tuition bill will be rendered, to the parent of each student or to the student directly, prior to the beginning of the semester.

Part-Time Students

Undergraduate and Graduate

FALL 1977 (Only)

SP (Special) - Pay half rate (Not by the credit)

SP 1 or 2 courses

Tuition - Out-of-State	$387.50
In-State	109.00
Activities	
Health (Only if Ins. wanted)	12.00*
Athletic	
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

NC and PG Pay half rate - (Not by the credit)

NC & PG 1 or 2 courses

Tuition - Out-of-State	$387.50
In-State	109.00
Activities	7.50
Health	12.00
Athletic	2.50
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

GM - Fees Half Rate

8 credits or less

Tuition - Out-of-State	$64.50 per credit
In-State	29.10 per credit
Activities	7.50
Health	12.00
Athletic	2.50
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

GM - Fees Full

9 or more credits

Tuition - Out-of-State	$64.50 per credit
In-State	29.10 per credit
Activities	15.00
Health	24.00
Athletic	5.00
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

SPRING 1978 (Only)

SP (Special) - Pay half rate (Not by the credit)

SP 1 or 2 courses

Tuition - Out-of-State	$387.50
In-State	131.25
Activities	
Health (Only if Ins. desired)	12.00*
Athletic	
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

NC and PG Pay half rate - (Not by the credit)

NC & PG 1 or 2 courses

Tuition - Out-of-State	$387.50
In-State	131.25
Activities	7.50
Health	12.00
Athletic	2.50
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

GM - Fees Half Rate

8 credits or less

Tuition - Out-of-State	$77.50 per credit
In-State	33.50 per credit
Activities	7.50
Health	12.00
Athletic	2.50
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

GM - Fees Full

9 or more credits

Tuition - Out-of-State	$77.50 per credit
In-State	33.50 per credit
Activities	15.00
Health	24.00
Athletic	5.00
I.D.	1.00
Med. Ins. (Opt.)	58.00*
PIRG (Opt.)	2.00*

*Optional

Explanation of Fees and Payments

In-State Tuition

As a state institution, the University of Massachusetts at Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined in accordance with the policy established by the Board of Trustees and detailed under the section titled "Residence Status"

***Student Activities Fee**

This is a mandatory fee set by the Board of Trustees. It is used to support programs and activities beneficial to students, such as the recognized student organizations and the University Cultural Events Committee.

***Student Health Fee**

This is a mandatory fee for all full-time students set by the Board of Trustees used to support the University Health Services and its program.

Medical/Surgical Insurance

An optional plan providing health, medical, and surgical care on a twelve month basis for injuries or illness during the school year, holidays, and summer vacation. Students who register for the Fall semester have only one opportunity to enter this program each year, at the time of payment of the Fall semester bill. It is also offered on the Spring semester bill for new Spring registrants only. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost. Inquire at the University Health Services.

Commencement Fee

A commencement fee of $15.00 is assessed students in the Fall semester of their senior year, as commencement exercises and events are intended to be self-supporting.

Payment Due Dates

In accordance with University policy all charges for tuition and fees are due and payable approximately 21 days prior to the date of final registration for each semester. Bills will be rendered in advance with due date shown and should be returned with the proper payment to the Bursar's Office, University of Massachusetts at Boston, Boston, MA 02125. Payment of bills is an integral part of Registration. A student will not be fully registrated until the bills are paid in full or otherwise accounted for. All tuition bills must be returned directly to the Bursar's Office for registration clearance by the due date on the bill. Delinquent accounts will be considered sufficient cause for cancellation of registration, as University regulations prohibit final registration, graduation, or granting credit for any student whose account with the University is delinquent.

Scholarship Payments

It is the responsibility of all scholarship holders to see that the University is adequately notified prior to the time fee bills are prepared. Known scholarships are shown on the fee bills. If such items are not shown, deductions may not be made from the bill until satisfactory evidence has been presented to the Bursar of the University by the donor.

Late Payment and Registration

Any student who does not make payment of his semester charges by the date specified will be required to pay a late payment fee of $25.00.

Tuition and Fee Refunds

A student who leaves the University for any reason, except as specified below, before a semester is completed will be granted a pro rata refund of tuition and fees. Upon completion of a withdrawal form from the Dean's Office of their respective college, a student who makes an advance payment and then for any reason does not attend any part of the next semester or term at the University will be given a full refund of tuition and fees. The application fee, the $15 admission (matriculation) payment and the $15 orientation payment required of new students are not refundable. A student called into military service before completion of a semester will be given a pro rata refund of tuition and fees provided that he receives no academic credit for the work of that semester. If academic credit is given, there will be no refund. A student who is suspended or expelled from the University for disciplinary reasons forfeits all rights to a refund.

Refund Schedule

Regular Term

Within the first two weeks from the beginning of semester or term 80%

During the third week 60%

During the fourth week 40%

During the fifth week 20%

After the fifth week no refund

Refunds are based upon the withdrawal date established by the Registrar.

Financial Aid

Financial Aid at the University of Massachusetts/Boston is awarded to those students who cannot provide the full cost of their education through their own and their families' reasonable efforts. The term "financial aid" is used to include scholarships, grants, long term loans and part-time employment.

The following types of aid are administered by the Financial Aid Office at U Mass/Boston and awards are based primarily on "financial need".

Basic Educational Opportunity Grant (BEOG)

"The BEOG Program is a new source of Federal student financial aid which was available to eligible students for the first time during the 1973-74 academic year. The purpose of the BEOG Program is to provide students with a 'floor' of financial aid to help defray the cost of post-secondary education." Grants range from $50-$1000 per academic year. This award does not carry either matching or work requirements. This award does not have to be repaid.

Supplemental Education Opportunity Grant (SEOG)

"The purpose of the program is to provide Educational Opportunity Grants to students of exceptional need who, for lack of financial means of their own or of their family, would be unable to enter or remain in an institution of higher education without such assistance." Grants range from $200-$600 per academic year. The maximum yearly grant cannot exceed one half of the total aid package for that year. Average award is $300.

National Direct Student Loan Program (NDSL)

The Higher Education Amendments of 1973 provides for establishment at institutions of higher education of National Direct Student Loan Funds for the purpose of making long-term, low-interest loans to qualified students in need of financial assistance to pursue a course of study in at least a half-time basis at such institutions.

College Work-Study Program (CWSP)

The purpose of the College Work-Study Program is to expand part-time employment opportunities for students, particularly those from low-income families, who are in need of the earnings from part-time employment in order to pursue a course of study at an eligible institution. Federal grants are made to eligible institutions to enable them to create job opportunities for their eligible students. The institution may arrange for the employment of its eligible students to work for the institution and/or to work in the public interest for a public non-profit organization.

University Scholarship (USS)

University Scholarships (USS) - Awarded only to needy Massachusetts residents.

Disadvantaged Student Scholarship (DVD)

This is a state appropriated fund allocated solely for aiding disadvantaged students.

Board of Higher Education Scholarship Program (BHE)

(Mass State Scholarship)

The Board of Higher Education Scholarship Program is a State sponsored scholarship which is funded yearly by the State Legislature. All Massachusetts residents should be encouraged to apply. The Scholarship is awarded specifically to cover tuition costs.

Guaranteed Student Loan Program (Help Loan)

HELP Loans are offered through a student's home town bank or credit union. The program was designed to supplement existing financial resources. HELP Loans are available to both undergraduate and graduate students and range from $1000 - $2500 per academic year. If the student meets the requirements for interest subsidy, the Federal Government will pay the interest while the student is enrolled and during the nine (9) month grace period. Subsidy eligibility is determined by the school and lender under Federal guidelines.

UMass/Boston Tuition Waiver

This program will be for those students eligible under State Law, who are not currently receiving or who are ineligible to receive sufficient grant/or scholarship assistance and who have already undertaken reasonable levels of self-help assistance (loans and employment earnings).

Applications and more information are available from the Financial Aid Office.

Student Affairs

The Office of Student Affairs maintains as its foundation that one's University education encompasses processes of development of the whole person, exceeding purely intellectual training. Academic excellence is best developed when accompanied by satisfying and supportive life experiences. It is the responsibility of Student Affairs to provide a network of student services, programs, resources, and activities which complement the student's academic endeavours.

The Vice Chancellor for Student Affairs is primarily responsible for providing leadership in those areas of the University which focus upon student life. Policies and programs of particular concern to the welfare of the student body are developed, implemented, and renewed through the Office of Student Affairs.

The people who together comprise the total spectrum of Student Affairs maintain that the University is a community of disciplined and creative intellectual efforts, and all of their various functions are directed toward this end.

Athletics and Recreation

The Athletics and Recreation Program is presently primarily intramural; although construction of the new Physical Education Building on campus will make possible previously unoffered varsity sports. Until the structure is completed, all athletic facilities are housed in buildings 010 and 020 at the Harbor Campus. Building 010 contains a swimming pool, four handball courts, a weight room and an exercise room. The gymnasium, two handball and two squash courts, and a weight room are located in building 020.

The facilities are open to students, faculty and staff during the week. Community use of the athletic facilities is permitted during specified evening and weekend hours. Schedules of usage are posted each semester. Outdoor facilities include two athletic fields which are marked for football, soccer, softball, volleyball, and horseshoes.

The University's sailing dock moors ten Mercury sailboats and eight rowing dories which are available for use during the spring, summer and fall. A swimming test is required of all who wish to participate in water sport activities. For sailing, a Helmsman Test is administered by the sailing instructor. Once the test is passed, the boats may be taken out whenever there is one available.

Campus Ministry

The Campus Ministry is an interfaith Chaplaincy Service actively involved in the spiritual and human development of students, faculty and staff. Catholic, Protestant, Jewish and Orthodox Chaplains are available to all.

The Chaplaincy Office is a relaxing place to meet other students, share hospitality, and become aware of the liturgical, educational, and spiritual programs offered by the ministry. The Pastoral Counseling and Educational Office may be used for a private consultation with any member of the chaplaincy staff or for participation in any of the on-going groups operating out of the Campus Ministry. Such groups include Bread for the World, a hunger study and action group, Bible Study and Fellowship, Faith and Values Sharing Group, Parent Group Education, Scriptural Seminars, and a Christ on Campus Prayer Group.

Disabled Student Center

The Resource and Counseling Center for Handicapped Students provides academic and personal counseling to individual students, as well as peer counseling training. Reader and tutorial services are also offered.

The physical resources of the Center include a tape library, a Braille library, typewriters, and Braille equipment. The Center aims to meet the needs of any student who requests its services.

Informational Services

INFO is the one-stop communications network and information center at the Harbor Campus. Committed to gathering and disseminating information throughout the University community, INFO provides a multitude of communications related services.

For prospective students and the general public, tours of the University may be booked through the INFO Office. Once enrolled, a student's Orientation program is planned and implemented through INFO. An INFO Booth is maintained on campus, where events are registered for University-wide publicity, lost and found articles may be turned in or claimed, pertinent printed materials are available, and information on day-to-day activities may be obtained.

INFO's scope of responsibility includes the annual University Commencement and various other Special Events. Services also extend beyond UMass/Boston to the urban community; programs such as the College Orientation Program for the Boston Public High Schools are sponsored by INFO.

The INFO Center is a member of the Media Caucus, a University-wide association of all communications-related departments. INFO's primary objective is to keep students, faculty and staff well informed of the policies, procedures, and programs of the University.

Job Placement Services

The University Placement Service is a central resource center for undergraduates, graduates, and alumni regarding all aspects of job placement and employment opportunities. This includes part-time employment, summer jobs, and internship programs. The Placement Office schedules workshops and seminars, publishes placement bulletins, and presents current job information news in the Mass Media. On-campus recruitment programs generate active interest for job opportunities.

An Informational Resource Library is available, containing information on careers in the public and private sectors, as well as graduate study and careers in higher education. Students are encouraged to visit the Office at anytime during their education.

Seniors should contact the Office early in order to develop their resumes and placement assistance files. The Placement Office maintains letters of recommendation and resumes on file for UMB Alumni/ae to be called upon by the graduate for employment references. It is important that such information be accurate and up-to-date. Contact the Office directly concerning your particular file.

Pre-Freshman Programs

The College Preparatory Program and the University Studies Program exist for the purpose of providing educational opportunities to students of varied academic backgrounds so that they may be prepared for and be able to gain admission to the University as regularly enrolled freshmen. With the exception of the University Studies Program which selects students from all income levels, students served by these programs must meet federally established income criteria for admission.

The COLLEGE PREPARATORY PROGRAM exists for the purpose of assisting low income educationally disadvantaged youth who would be unable or unlikely to gain admission to or be successful in the programs of post-secondary education without the services provided by the preparatory program. The major objective of the College Preparatory Program is to engage enrolled students in a systematic program of study designed to provide each student with:

1 — intensive instruction in academic skills, such as reading, public speaking, writing, mathematics, and basic sciences;
2 — an individualized program of guidance and counseling focusing on educational and career opportunities;
3 — a comprehensive counseling and enrichment program designed to generate personal, social, and cultural growth by enriching and developing a positive self-concept and a constructive attitude toward learning in each student.

Students selected for participation in the College Preparatory Program come from Boston Public Schools and are ordinarily recruited in their freshman or sophomore year. Students are admitted on the basis of income eligibility and educational need. To be selected for participation in the College Preparatory Program a high school student must:

1 — have a low income background;
2 — be enrolled in the general or business curriculum, or be working below potential in the college track;
3 — be capable, willing and motivated to prepare to enter and succeed in higher education after two or three years of participation in the program.

The program offers academic year classes and tutorials during the school year at the Boston campus, and provides a 6 week summer residential program at the Amherst campus during July and August. Upon successful completion of the College Preparatory Program, students are accepted for admission to the University. Information and applications for the program may be obtained from the program office.

Student Activities

The extra-curricular life of the campus centers around activities sponsored primarily through the Student Activities Trust Fund (SATF). Established by the University Board of Trustees, the fund is comprised of a mandatory student activities fee of $15./ semester and $5./ summer school session, payable at course registration. The quarter of a million dollar trust fund is administerered by a professional Student Activities staff upon recommendations from an elected student committee.

The University Student Activities Commitee (SAC) is a committee of the University Assembly and is composed of 24 students elected annually by the student body as either collegiate or at-large representatives. The SAC is governed internally by a Chairperson, Secretary and Treasurer, elected to their posts by the committee itself. The SAC also has four standing subcommittees, each made up of six of the 24 members. These subcommittees include Community Action, Media and Publications, Cultural Events and Recognized Student Organizations (RSO's). The entire committee holds the responsibility for overseeing, coordinating, and allocating funds for student activities on and off campus.

The following is a list of the student organizations operating out of the Student Activities area. For further information, contact the Student Activities Office directly.

Recognized Student Organizations

African Student Union
Alpha/Omega Athletic Union
Anthropology Club
Arabic Student Union
Armenian Club
Art Club
Art Gallery
Asian American Association
Badminton Club
Boston High Alumni
Biology Club
Chemistry Club
Christian Fellowship
Chess Club
Club Y
Disabled Student Organization
Drama Company
Economics Society
E.R.A. Committee
Food and Nutrition Group
Gay People's Group
German Club
Graphic Arts Organization
Hellenic Club
Hillel
Housing Club
Imani
International Society
Irish Historical Society
Italian Club
Journalism Society
Karate Club
Latin American Students' Organization
Management Society
Math Club
Music Club
National Student Coalition Against Racism
Objectivists
Older Students' Organization
Parents' Support Organization
Photography Club
Physics Club
Politics Society
Polish Club
Portuguese Center
Prison Reform Organization
Puerto Rican Student Union
Returning Women Students Organization
Revolutionary Student Brigade
Rifle and Pistol Club
Russian Club
Sailing Club
Ski and Outing Club
Skin and Scuba Club
Social Sciences and Humanities Collective
Society for the Advancement of Management
Spanish Club
Student Veterans' Union
Table Tennis Club
Tennis Club
Ujima
UMB Athletic Union
Weight Lifting Club
Women's Center
World Affairs Society
Young Socialists' Alliance

Student Health Service

The primary goal of the Student Health Service is the maintenance of good health among the student body. To this end, the service provides care for the usual acute episodic and short term problems common among students. For those health problems requiring more sophisticated or long term care, a referral list of carefully screened and selected practitioners, psychotherapists and community health facilities is available.

As a registration requirement, every student must submit a recent report of physical examination and medical history to the Health Service. Through a careful review of these reports the Health Service is alerted to any pre-existing medical problems which may require immediate attention or necessitate modification of an academic or athletic program. All medical records are privileged and confidential; access to a particular medical file may be obtained only with a student's written permission.

The Health Service is supported by a Trust Fund constituted of the mandatory student health fee. Current fees are $22./ semester and $6./ summer school session. Optional supplemental health insurance coverage is available for those medical and surgical services not provided on campus. Presently, the plan costs $55./ year. Further information on the student insurance plan may be obtained through Health Services.

Student input to Health Services comes by way of the Student Health Service Advisory Committee. This committee has been charged to familiarize itself with both the medical needs and expectations of the student body and to submit recommendations to the Director of Health Services.

At the Harbor Campus, the medical staff is comprised of two full-time registered nurses in the area of general medicine and one registered nurse specializing in gynecology. Physicians and psychologists are also available. A satellite clinic of the Health Service operates from the Park Square Campus.

Veterans' Affairs

The Office of Veterans' Affairs is responsible for providing many services. In addition to the necessary paperwork involved in the certification of veterans for educational benefits, the staff offers academic counseling, referrals and related information for all student veterans, dependents of veterans, and prospective student veterans.

Any veteran whose service is credited to the Commonwealth of Massachusetts (i.e., entered the service in Massachusetts), and who has served 180 days active duty since February, 1955 may be eligible to attend the University tuition free. Information on the tuition waiver can be obtained through the Office of Veterans' Affairs.

Responsibility for proper notification of any change in status rests with the veteran. Any change in a veteran's status relating to semester hour credits, marital status, number of dependents, or withdrawal from the University should be reported immediately to the Veterans' Affairs Director.

University Services

Bookstore

Located in the Administration Building, the Bookstore carries all textbooks required for courses plus a complete line of art and school supplies, and gift items. Also carried is a selection of paperbacks. Special orders can be made for almost any other book in print. The Bookstore pays cash for used books every Thursday.

Housing and Transportation

The Housing/Transportation office is located on the third floor in the Administration Building. The HTO functions as the campus resource center for matters related to Housing and Transportation. The staff is prepared to provide the following services for University students, faculty and staff:

Transportation

— Directions to campus by public transit
— Directions to campus by automobile
— Parking procedures and regulations
— Shuttle bus schedule
— MBTA bus schedule
— Car pooling services/information

Housing

— Apartments, houses for rent or sale
— Apartments needed
— Room-mates needed
— Tenant's rights information
— Lease Terminology information

Library

The University Library holds a book collection numbering approximately 250,000 volumes, and currently receives more than 2700 domestic and foreign journals and newspapers. It also has a growing collection of government documents, and a fine art and music library with listening carrels. A Science Library is located on two floors within the science building, and contains the collections in Biology, Chemistry, Mathematics and Physics. There is also a small, specifically designed collection for the students and faculty of CPCS in the library on the mezzanine at 100 Arlington St.

The main library is centrally located on the plaza and easily accessible from the bridge which connects all the buildings on campus. Its physical arrangements include comfortable study environments of several descriptions: carrels, tables, and a few small rooms in which a group of students may study together. Its public catalogue holds a record for every book in all the University libraries. The resources of the three libraries work together to support the teaching programs of the University at every level.

Center for Media Development

UMB's Center for Media Development provides a full range of audio-visual equipment and consultation for instructional and other University-related purposes. This equipment is located in each of the Colleges in areas designated as Media Labs. The college Media labs are designed to provide "hands on" access to display and mini-production audio, video, and mixed media equipment on a University-wide scheduled basis. In addition, adjoining college language laboratories are available for use in conjunction with foreign language courses. The tapes used in laboratory sessions are closely correlated with classroom studies and many are produced within the University Media Center.

The UMB Media Center, located in the University library, is a sophisticated media production facility. The Center is equipped with a computer-assisted video editing system, a multi-track audio studio, and associated graphic production space. The Media Center is designed to produce high quality software for use within the University and outside educational and community distribution. In addition, the Media Center in collaboration with individual academic departments and activity centers offers media-related courses and workshops through its staff and other production resources.

Central Advising Office

General information and advice on graduate school opportunities and requirements is available to all students in the Central Advising Office, as is specific information on the preparation and entrance requirements for professional fields, such as business administration, the health professions, law, medicine, and social work. Financial aid information, including qualifications necessary for national fellowship competitions, (such as Danforth and Fulbright fellowships) is also to be found in this office.

A Foreign Student and International Programs Advisor is available to give general counseling and specific visa information to all foreign students. The Advisor also serves as a resource for information on study abroad and international exchange opportunities.

An Advisor to Spanish-speaking students is available to provide advice, general counseling and special programs.

An Advisor to Returning Women Students is available in this office to provide advice, general counseling and special programs for women returning to the University to continue their education.

Academic Regulations

*Sections designated with an asterisk (*) do not apply to the College of Public and Community Service (CPCS).

A listing of regulations applicable to CPCS may be found in the CPCS section of this catalogue.

*Grades

Grades shall be reported according to the following letter system. No other interpretation of this letter system shall be authorized.

A	4.0	D+	1.25	
A–	3.75	D	1.0	
B+	3.25	D–	.75	(minimum passing grade)
B	3.0	F	.00	(Failure)
B–	2.75	Inc		Incomplete
C+	2.25	Pass		Passing (Pass/Fail Option)
C	2.0	Y		Interim grade in a declared
C–	1.75			year long course

The grade of Incomplete shall be reported only when a portion of the assigned or required class work, or the final examination, has not been completed because of the student's serious illness, extreme personal circumstances, or for scholarly reasons at the request of the instructor. If the student's record is such that he would fail the course regardless of the result of the missing work, he shall receive an F.

A student can obtain credit for the incomplete by finishing the work of the course by the last day of classes of the following semester (Fall semester for Spring and Summer grades; Spring semester for Fall grades). An extension beyond this approved period can be granted only by the Standards and Scholarship Committee in response to the petition of the instructor. The initiative for removal of the incomplete grade rests with the student.

An incomplete on a final grade report is not calculated in arriving at a temporary quality point average. When the incomplete is later converted to a grade, the quality points are changed and the student is notified.

Once a grade is submitted, it cannot be changed except on approval of the Department Chairperson.

*Pass/Fail Option

A student may elect one course each semester to a maximum of eight on a Pass/Fail basis provided he presents a P/F option card to the Registrar's Office at the time announced during each semester. The grade of Pass will be included in the graduation credits but not in the quality points or cumulative average. *A P/F once submitted, cannot be withdrawn or changed to a grade.* A student must be carrying 3 courses or 12 or more credits during the semester in which he elects the P/F option.

*Quality Points

Quality points are assigned to course grades as demonstrated above. The numerical equivalent following each grade indicates the quality points. The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added to arrive at the number of cumulative quality points. The number of cumulative quality points is divided by the number of cumulative credits carried to arrive at the cumulative quality point average. A "P" is not averaged in the cumulative average.

*Retention and Good Standing

Cumulative Index Required for Retention

Semester	Cumulative Average Retention
1	0.0
2	1.3
3	1.5
4	1.6
5	1.7
6	1.8
7	1.9
8	2.0

NOTE: Students who elect a five-year program are expected to maintain a 2.0 average for the last three semesters.

*Academic Dismissal

A student whose cumulative average falls below the requirement for retention will be Academically Dismissed.

*Scholastic Probation

A student will be placed on Scholastic Probation if his semester average is below 1.5 after any of the first three semesters or below 2.0 after any of the subsequent semesters.

Any student who is at the probation level shall be warned by a statement on the bottom of his copy of the semester grade report. This warning is to indicate that continued below-standard performance will result in failure to graduate or in academic dismissal.
Probation precludes membership in University and College governance bodies and Committees, and also proscribes holding office in student organizations.

*Probation Appeals

The Committee on Standards and Scholarship shall be charged with modifying, extending, or limiting the restrictions on a student during a period of Scholastic Probation, and determining the limit of its duration. The Committee shall report all such modifications to the University Assembly.

*Readmitted Students

A readmitted student must attain the cumulative average required for the class to which he has been assigned at the time of readmission.

*Transfer Students

The former cumulative average of a transfer student does not carry over to this University; the student begins a new cumulative average upon admission. A transfer student is not dismissed after the first semester because of his cumulative average. However, for all subsequent semesters, the student must attain the cumulative average necessary for the class to which he was assigned.

*Failed Courses

A failed course in a subject required for the degree must be repeated. If the original failed course is repeated and passed, it remains on the student's record but will not be computed in the cumulative average. A course once passed may not be repeated for a higher grade.

Course Changes — First Five Academic Days of the Semester

Add/Drop Period — The student is allowed 5 academic days from the beginning of the semester to add, drop, or substitute a course without notation on the record.

Add/Drop Procedure

A. Pick-up an add/drop card from the Registrar's Office
B. Have the instructor of the course to be added certify the space available in the desired section — or obtain a release from the instructor whose course is being dropped
C. Obtain the Advisor's signature
D. Bring the completed add/drop card to the Registrar's Office

Course Changes — After 5th Academic Day

From the 6th academic day to the withdrawal deadline (see calendar), a student may drop a course subject to minimum load regulations (3 courses or 12 credit hours for full-time students). The notation of withdrawal on the student's record will be the grade of "W" which is not computed in the grade point average.

Procedure: (6th academic day to the withdrawal deadline). To be properly withdrawm from a course the student must accomplish the following:

a). Secure a course withdrawal card from the Dean's Office
b). Schedule a conference with his advisor and the instructor of the course and secure their signatures.

*Withdrawal from the University

If a student withdraws prior to the last day of classes, a "W" for each course will be recorded along with his withdrawal date.

The effective date of withdrawal is that on which all proper forms are completed, signed, and returned to the Registrar.

Withdrawal Procedure: To withdraw from the University the student shall do the following:

a). Consult with a member of the Dean's advising staff, who will provide and sign the necessary form.
b). Receive clearance from all departments of the University where he may have accrued charges; Library, laboratories, Health Services, Bursar's Office, Student Affairs Office, Bookstore. This will clear the student's records so that he may obtain the appropriate refunds and/or transcripts.
c). Return the completed form to the Registrar's Office.

If any charges are outstanding, the student's permanent records will be frozen and no transcripts will be issued. Failure to complete a withdrawal form will result in the recording of the grade of "F" in all courses at the conclusion of the semester.

Any student withdrawing during the fall semester after the November 1 readmission deadline will not normally be able to return for the Spring semester.

*Readmission

Any former student of the University of Massachusetts at Boston who wishes to continue his program of study, after a break in continuous enrollment should apply for readmission using the following guidelines:

A student who left the University in **good standing** should pick up a readmission form from the Registrar's Office, complete and return it to the Registrar's Office. The student will be notified in writing about his readmission status.

A student who has been **dismissed** from the University should pick up a readmission form from the Registrar's Office; prepare a letter of appeal addressed to the Standards and Scholarship Committee; and make an appointment for an interview with a member of the advising staff in his college.

The deadline for return of the form for entrance into:

Fall semester — June 1†

Spring semester — November 1†

†After these dates, readmission will be determined by the number of available spaces.

Students applying for readmission please note that any previous course work undertaken at the University remains a part of the permanent record and the cumulative average includes all prior grades regardless of the elapsed time between enrollments.

*Final Examinations

When the examination schedule is published, any student who finds himself scheduled for two examinations at the same time or for three examinations in one day, should report the situation directly to the instructor(s) concerned.

*Change of Major

Any student who has stated a major and wishes to change it should consult first with a member of the College Dean's Advising Office staff. Upon approval of the change, the departments involved and the Registrar's Office will be notified, and the student will be assigned to a new advisor by the new department.

Attendance

Attendance at all scheduled classes is expected. No administrative control of attendance is exercised except as hereinafter provided. In cases of illness, students are to explain their absence directly to their instructors. Grades of students who meet requirements of the instructor in making up work shall not be reduced for absence because of illness.

All absences due to illnesses should be reported to the University Health Services. Although students are expected to deal directly with faculty members, the health service will verify dates of absences if requested by faculty members.

Conduct

A high standard of conduct, based on self-respect and consideration for the rights of others, is expected of all students. The disciplinary system of the University is based upon a published code of student conduct, and is administered by a Committee of faculty and students. Hearings are conducted so as to ensure due process and to guarantee fair and impartial consideration. It should be understood that the University, acting through its Chancellor or any administrative officer designated by him, in emergency situations, distinctly reserves the right to suspend a student. A student so suspended by administrative action is entitled to a speedy consideration and disposition of his case by the University Committee on Student Discipline.

*Course Load — Full-Time Students

The normal course load for freshmen and sophomores is four courses for 16 credits hours and for juniors and seniors, five courses for 15 credit hours. A student with a cumulative average of 3.0 or 3.5 in the previous semester, may take an extra course with the permission of his advisor.

A student majoring in a science who must take laboratory courses or more than 4 credits may assume a load of 18 credits. This is intended especially for juniors and seniors who may find it necessary to take three 3-credit courses, a required 4-credit core curriculum course, and a 5-credit laboratory course (or similar variation) in one semester.

Students may elect to plan a four-year (eight semester) or five-year (ten semester) program.

*Summer Courses Outside the University

In order to receive credit for summer course work outside the University, a student must receive prior authorization from the department concerned for each course taken. A course authorization form may be obtained from the Registrar's Office; the original to be returned to the Registrar, one copy to be retained by the department, and one copy to be retained by the student. In general, a grade of "B" or higher is required for transfer credit. Permission to accept a grade lower than "B" may be obtained only from the department to which the credit is being transferred. It is the student's responsibility to see that a transcript is sent to the Registrar upon completion of the program.

Prizes and Awards

Alfred R. Ferguson Prize
The Alfred R. Ferguson prize is awarded annually to an undergraduate for distinguished work in American literature. The Ferguson fund was established in 1974 to honor the memory of Professor Ferguson, a widely respected teacher and scholar who helped develop the University in its first decade.

Richard J. Landry Prize
The Richard J. Landry prize is awarded annually to an undergraduate for distinguished work in political science.

Brian Rattigan Prize
A cash award made annually for outstanding creative achievement. Established by his friends and classmates in memory of Brian Rattigan, a poet and member of the first graduating class of the University of Massachusetts at Boston, who drowned during the summer before his senior year. Selection of the recipient is made by a special committee of faculty and students.

John W. Ryan Faculty Convocation Award
Awarded annually to the junior who attained the highest average at the completion of the second year at the University. Established in 1966 partly in order to commemorate the convocation of the faculty and partly in order to recognize academic excellence in the student body.

Luis Emilio Soto Prize
Awarded annually to the senior majoring in Spanish who best reflects the humanistic qualities and the spirit of Professor Soto.
Inaugurated in May, 1970, and named for Professor Luis Emilio Soto (1902-1970), who, in his short stay at the University of Massachusetts, Boston, wholly won the hearts of his students and colleagues by his devotion to them and to their work.

John F. Kennedy Honor Award
Established in the Spring of 1977 by the Vice-Chancellor for Academic Affairs with contributions from the John F. Kennedy Foundation, this is the highest honor award the University confers on graduating seniors. A faculty committee selects the recipient(s) on the basis of outstanding academic performance and other indications of intellectual achievement.

*Departmental Honors Program

To graduate with departmental honors, a student must have either: (1) successfully completed some special honors work, such as a thesis or seminar; or (2) earned a 3.5 grade average in his major field, the awarding of honors not to be automatic, however, but to depend upon the recommendation of an honors committee in his department. Admission to honors work is left to the discretion of the departmental honors committee. However, a minimum overall grade point average of 3.0 is required. Not more than 6 credits may be received for special honors work.

If a student entered in an honors course completes the work satisfactorily but not at an honors level, he shall receive credit for the course toward graduation.

*University Honors

To graduate with University honors a student shall earn averages as follows:

Summa cum laude-----Cumulative average of 3.75 or above
Magna cum laude-----Cumulative average of 3.50 to 3.74 inclusive
Cum laude----------Cumulative average of 3.30 to 3.49 inclusive

*Graduation Requirements

1. In order to graduate, a student must acquire a total of 124 credits. Students who qualify for Advanced Placement in languages or other 4 credit freshmen-sophomore courses may graduate with as few as 120 credits. All students must accumulate a minimum of 45 residency credits at the University.
2. A student shall meet the requirements of a major department.
3. A student shall complete the core requirements of his college.

Administrative Withdrawal

A student may be administratively withdrawn from the University if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

Section 1/ Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal:

a. Failure to comply with administrative requirements; specifically,
   1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, board, room fees, library charges, or other student charges, including orientation, student activities, health services, child care and other such fees as may be established from time to time.
   2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

b. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

c. Certified physical health or mental problem of hazardous nature.

Section 2/ Effects of Administrative Withdrawal

a. If administratively withdrawn, a student shall cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters.

b. The student shall return his or her identification card and any and all other property belonging to the University currently in his or her possession.

c. The student shall receive no further material or notification from the Registrar concerning University affairs.

Section 3/ Procedures for Implementing Administrative Withdrawal

I. Procedures to be applied to cases brought under conditions (a.) of section 1.

a. The appropriate administrative official may recommend to the Registrar that a student be administratively withdrawn from the University.

b. The administrative official shall make his recommendation in writing to the Registrar, detailing his compliance with the following requirements:

   1. The recommendation must be based on one of the grounds set forth in Section 1 a.;
   2. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.
   3. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

c. If the Registrar is satisfied that the conditions specified in paragraph b. of this section have been satisfied, he shall send a certified letter to the student at his last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Registrar. The Registrar shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.

d. If the student does not request a hearing with the Registrar or take action satisfactory to the Registrar to resolve the matter within the time allotted in paragraph c. of this section, the Registrar shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

e. If a student requests a hearing within the time allotted in paragraph c. of this section, the Registrar shall schedule a hearing at the earliest practicable date. If the Registrar decides in favor of the administrative withdrawal, the Registrar shall forthwith withdraw the student.

II. Procedures to be applied to cases brought under conditions b. and c. of Section 1.

a. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.
b. The administrative official shall make his recommendation in writing to the Administrative Withdrawal Review Committee detailing his compliance with the following requirements:

1. The recommendation must be based on one of the grounds set forth in Section 1 b. or c.;
2. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;
3. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

c. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph b. of this section have been satisfied, it shall send a certified letter to the student at his last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.
d. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph c. of this section, the Committee shall instruct the Registrar to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
e. If a student requests a hearing with the Committee within the time allotted in paragraph c. of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section 1 b. or d. If the Committee decides in favor of administrative withdrawal, it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.
f. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs within seven calendar days of the date of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the committee shall instruct the Registrar to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student (accompanied by counsel if the student so wishes) regarding the Committee's findings, decision, and determination of reinstatement conditions. If the Vice Chancellor affirms the Committee's decision, he shall notify the student of his decision, and instruct the Registrar to withdraw the student. On appeal from the student, the Vice Chancellor for Student Affairs may modify the reinstatement conditions.

Section 4/ Reinstatement

I. Reinstatement from administrative withdrawal brought under conditions a. of section. 1.

a. Any student who has been administratively withdrawn under section 1 a. may make arrangements with the Registrar for the resolution of the matter. Upon such a resolution satisfactory with the Registrar, the Registrar shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he was withdrawn shall be made by the instructor for each course involved.
b. A student who fails to resolve the matter in the semester during which he or she is withdrawn, can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

II. Reinstatement from administrative withdrawal brought under conditions b. or c. of section 1.

Any student who has been administratively withdrawn under conditions b. or c. of section 1, shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Vice Chancellor for Student Affairs where the Vice Chancellor has changed reinstatement conditions appealed by the student.

Section 5/ Administrative Withdrawal Review Committee
The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Registrar shall not be a member of said Committee except that he shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

Right to Review University Records

Educational Rights and Privacy Act
In accordance with Public Law 93-38, the University wishes to inform all UMB students of their rights to review their Education Records on file at the University.

Education records include those records, files, documents, and other materials which contain information directly related to a student, and which are maintained by the University or by a person acting for the University from the Educational Rights and Privacy Act.

Any UMB student wishing to examine his or her education record should so request one of the following offices directly. (NOTE: Other offices sometimes hold copies of education records for their use. Students desiring information on these offices should contact the Office of Student Affairs).

Admissions
Dean's Office
Financial Aid
Health Services
Registrar
Teacher Certification Program

Although the law allows 45 days from the request date before access to records needs to be granted, most UMB offices will try to satisfy written requests within a few days. Students should note, however, that certain education records are regarded as confidential, and that the availability of the information contained therein is limited (for instance: medical records, parent's financial records).

The Privacy Act of 1974 also limits the ability of educational institutions to release information from a student's education record to third parties — except for data regarded as "directory information." While at present there is no directory published for students at UMB, the University regards a student's name, address, collegiate affiliation, status, officially recognized activities, and graduating class as "directory information" and thus reserves the right to release that information to third parties, unless the student has requested that the information not be released without his/her prior consent.

If a student requests a copy of any part of his/her education record, either for personal use or for release to a third party, the student shall incur the cost of copying — not to exceed $5/copy.

Any questions and/or challenges concerning these matters should be addressed to the Office of Student Affairs, Administration Building, Third Floor.

Special Academic Programs

Institute for Learning and Teaching

The Institute for Learning and Teaching works with teachers, aides, parents, and administrators to improve the quality of education in urban schools in the Boston area. It is committed to helping bridge the gap between students' experiences in high school and the university by working with University faculty to develop academic programs and services responsive to UMB students' needs. In addition, numbers of UMB students are involved in Institute programs in schools as tutors and classroom assistants. As part of its commitment to pre-freshman education, the Institute coordinates a joint UMB-Boston Public Schools high school program called Another Course to College, and administers the Flexible Campus Program at UMB.

The Institute advocates reforms directed at increased cross-cultural understanding, increased participation by teacher, parents, and students in making educational decisions, and increased access to educational opportunity. All programs are planned cooperatively to meet the needs of participants.

In response to Boston's desegregation process, the Institute has focused its resources on the eighteen schools in District VI, which includes South Boston, Columbia Point, and North Dorchester, providing technical assistance in developing proposals, and working jointly with them to carry out programs such as:

— a district-wide parent/teacher resource center;
— a district-wide tutoring program;
— a district-wide program to bring multicultural experiences in the arts to schools;
— training in the use of media and audiovisual equipment for teachers, parents, and students.

The Institute was founded in 1971 under a three-year grant from the Ford Foundation. It was approved by the University Senate in that year, and by the University Assembly in 1975.

Flexible Campus Program

The Flexible Campus Program at UMB is open to any junior or senior currently enrolled in a Boston-area high school (public, private or parochial), who is recommended by his guidance counselor or Flexible Campus Coordinator. It provides:

— alternative course options for students interested in advanced level study or exploring new fields;
— an opportunity to see what college has to offer through first hand experience in the classroom;
— a chance to "sample" UMB before making a decision to apply or enroll.

Students may enroll in any introductory-level course, provided there is space available and given permission of the instructor. Students with prerequisite skills may enroll in advanced level courses. Students are expected to participate fully in class, and will receive a grade. They may take the course for high school credit, for "extra" credit, or for college credit (for student matriculating at UMB). The program is free, and is administered by the Institute for Learning and Teaching.

Office of Internships

The Office of Internships offers a variety of field placement opportunities. The internships include UYA, a full-time placement for credit and a stipend, part-time placement with credit, and internships without stipends. The office is not limited to the programs listed below and students should contact the staff concerning individual internship opportunities not specifically listed.

Massachusetts Internship Office Placements

The placement opportunities previously listed with the Massachusetts Internship Office (MIO) are housed in the UMB Office of Internships. The MIO staff will no longer counsel and place UMB students. All contacts from UMB students to MIO will be done at this office. The MIO opportunities are for volunteers who may need flexible hours and may be done for credit as Independent Study projects with departmental/faculty approval. However, they may also be done without an independent study project. Students looking for an on-the-job experience or wanting to work on a project of interest to them qualify as well.

Special Programs

Information on special internships such as international programs, federal programs, summer programs, etc., will be available in the Internship Office.

University Year For Action

One major component of the Office of Internships is University Year for Action. The program provides an opportunity for UMB students to work full-time for one year in public or community service.

A student earns ten credits per trimester for a total of thirty credits for the year. Three credits per semester are earned for full-time field work. Four credits per semester are earned for Independent Study in a major discipline. Under the guidance of an appointed UMB faculty member, students meet in clusters (5-8 students) for two hours each week, or students may work in a one-to-one relationship in cases of highly specialized study. Three credits per semester are earned for the Urban Studies Seminar. The USS meets for two-and-one-half hours each week, under the direction of the staff. It attempts to provide a general analytic framework for the interns' field work.

Presentation by staff, students and other speakers knowledgeable in specific areas (including urban economics, politics, health and advocacy) stimulate discussions by the interns of their own comparative field experiences.

Teacher Certification Program

Students seeking careers in education may avail themselves of the services of the Teacher Certification Program. The staff provides information and counseling to all students preparing for teaching careers. In addition, the program enables highly qualified students to satisfy Massachusetts requirements for Teacher Certification. Since UMass/Boston offers no major in Education, a teaching candidate pursues the University's normal degree and major sequences. At the same time, by judicious choice of electives from among those offered by several departments, one may acquire credits in courses approved for certification. The program culminates in the senior year when, under the direction of the faculty of the major department, the student enters student teaching and participates concurrently in a Curriculum and Methods Seminar.

Specific information concerning certification requirements and approved courses is available in the Teacher Certification Program Office.

Elementary Education (Prerequisite: Admission to TCP)
Grades K-6

TCH CER 589: Issues in Elementary School Curriculum
TCH CER 590: Curriculum, Methods, Student Teaching in Elementary Schools

Special Subject Teacher (Prerequisite: Admission to TCP)
Grades K-12

Music 586: Curriculum, Methods, Student Teaching of Music in the Schools
Theatre Arts 586: Curriculum, Methods, Student Teaching of Theatre Arts in the Schools

Secondary School Teacher (Prerequisite: Admission to TCP)
Grades 7-12
Biology 586: Curriculum, Methods, Student Teaching of Biology in Secondary Schools
Chemistry 586: Curriculum, Methods, Student Teaching of Chemistry in Secondary Schools
Classics 586: Curriculum, Methods, Student Teaching of Latin in Secondary Schools
English 586: Curriculum, Methods, Student Teaching of English in Secondary Schools
French 586: Curriculum, Methods, Student Teaching of French in Secondary Schools
Italian 586: Curriculum, Methods, Student Teaching of Italian in Secondary Schools
Mathematics 586: Curriculum, Methods, Student Teaching of Mathematics in Secondary Schools
Physical Science 586: Curriculum, Methods, Student Teaching of Physical Science in Secondary Schools
Social Science 586: Curriculum, Methods, Student Teaching of Social Science in Secondary Schools
Spanish 586: Curriculum, Methods, Student Teaching of Spanish in Secondary Schools

Students in departments not listed should consult with their departments to determine whether such courses are offered. Not every course is offered every semester of every year; students should consult with their departments regarding departmental offerings.

Library Courses (Prerequisites: Junior Standing or Permission of Instructor)

In cooperation with the Boston Public Schools Library Program, the University offers two courses through the Teacher Certification Program that may be of general and specific interest to prospective teachers. Admission to TCP is *not* a prerequisite.

TCH CER 211: The Library and the City Child
TCH CER 212: Books and the City Child

Departmental Courses and Requirements

The College of Arts and Sciences

The College of Arts and Sciences is the largest academic unit of the University of Massachusetts at Boston. More than 400 faculty members in 22 departments serve an undergraduate student population of approximately 6000. Supplementing departmental programs are some eleven interdisciplinary concentrations providing the opportunity to integrate perspectives and knowledge gained in various disciplines. A graduate program is in its beginning stages, with Master of Arts/or Science offerings in 5 departments. The College offers support to the general education programs of the other two Colleges of the Boston campus by direct faculty participation and by opening its own courses to all qualified students.

The mission of the College is to provide its students with sound training and experience in the liberal arts and sciences, and, through a variety of devices such as extended day scheduling, tutorial services, and part-time degree programs, to make the education offered readily accessible to the diverse, urban population served.

Although a few, carefully selected programs of the College are pre-professional in nature, the more general goal of the College is to develop in its students the skills, interests, and understanding that will be a basis for life-long personal and professional development. Graduates of the College thus either enter directly into working careers or continue their education in professional or graduate programs at other institutions. The College awards the Bachelor of Arts degree to its graduates.

Graduation Requirements

In order to graduate, a student must acquire a total of 124 credits. Students who qualify for Advanced Placement in languages or other 4 credit freshman-sophomore courses may have the Registrar reduce the credit requirement by 1 to 4 credits. All students must earn a minimum of 45 credits at the University of Massachusetts, Boston. In the case of interchange students from the Amherst campus up to 15 credits toward this minimum may be transferred, subject to certain provisions (consult Registrar).

Each student is required to take one year of training in writing, normally during the freshman year. This requirement can be met by several different courses. Students should contact Academic Support Services for further information.

Each student shall complete a pattern of core requirements. For the year 1977-1978 the following options are approved ways of meeting this requirement. The existence of these options reflects the fact that the present College of Arts and Sciences results from the merger of two previously separate colleges, and that a review of the new college's goals and curriculum is still in process. The various options are a temporary arrangement for 1977-78. Students who enter or transfer to the University of Massachusetts at Boston while these options are in effect will not be bound by any new requirement that may be introduced before they graduate. In deciding whether to choose Option I or Option II students should note that Option I gives them greater latitude in deciding which subjects to take, but requires a larger number of courses. Option II is more specific about which subjects the student must take, but requires fewer courses.

Option I (Option A, former College I)
In this option each student must take a distribution pattern consisting of twelve semester courses from among the following six areas:

Historical and cultural studies
Foreign language (or intermediate proficiency)
Philosophy, the arts, literature
Mathematics, computer language, statistics
Natural sciences
Social and behavioral sciences

In fulfilling this requirement the student may concentrate the courses in four areas, or may distribute them over five or six areas. In any case the student must have a minimum of two courses in each of four areas. No more than three courses may be counted in a single area. In cases where a course may be appropriate to the requirements in more than one area, the student may count it in only one, unless otherwise specified in the course description. Freshman writing courses, honors courses, independent studies courses, special topics courses and certain applied courses do not satisfy distribution requirements. In the case of foreign languages, intermediate proficiency is satisfied either by examination or by successful completion of a foreign language course at the 200 level. Intermediate proficiency satisfies 3 of the 12 distribution courses. A student who does not achieve proficiency may offer only the courses taken in one foreign language in satisfaction of the distribution requirements.

Option II (Option A, former College II)
In this option students who demonstrate proficiency in a foreign language at the intermediate level shall be exempt from a language requirement. Students who meet the entrance requirements regarding language or otherwise demonstrate elementary proficiency in a foreign language shall take two semester courses chosen from a foreign language at the intermediate level, or two semesters of foreign literature in translation, or one semester of each.

Each student shall take three semester courses in the social sciences of which at least one must be taken in history, and at least one in another social science discipline.

Each student shall take three semester courses in natural sciences or in mathematics, of which at least two courses must be taken in the same discipline, and at least one in a natural science.

The former Option B program (individually designed general education program) is not available for students entering in 1977-78. Those students who were accepted into this program prior to 1977-78 will be allowed to continue it if they wish.

Academic Support Services

The Academic Support Services Learning Center of the College of Arts and Sciences offers a comprehensive program designed to enable students to succeed in their academic career. The program includes academic skills instruction, academic advising and personal counseling.

Academic Skills Instruction
The academic skills section provides assistance to students through course related tutorials, reading, writing, study skills, and math education workshops; individual consultation with academic skills specialists. The focus is on the immediate course related problems of academic skills that will carry over into other course work.

Academic Advising
Professional staff advisors supervise advising for all students; disseminate information on courses and programs; advise on course selection; selection of major and course withdrawals; write letters of recommendation and transfer; advise on grievance procedures.

Personal Counseling
Personal counseling services are provided to help students discover their own skills, interests, and motivation in relation to the world they are exploring in their academic careers. It provides opportunities for students to relate their academic experiences to the world of work and helps them to develop skills and interests relative to career and life style. Personal counseling is also offered to assist students in problems related to meeting course deadlines, managing time, making decisions, dealing with stress, and problems of personal, inter-personal, and familial nature that impede academic progress.

The Academic Support Services Learning Center is located in Building 020.

Major Degree Programs

Anthropology
Art
Biology
Black Studies
Chemistry
Classics
Economics
English
French
German
Greek
History
Italian
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theatre Arts

Undergraduate Concentrations and Special Programs

American Civilization
Bio-Behavioral Studies
East Asian Studies
Irish Studies
Latin American Studies
Law and Justice
Linguistics
Study of Religion
Translation
Urban Studies
Women's Studies

Interdisciplinary Programs

The American Civilization Concentration and the Nantucket-American Civilization Semester

The American Civilization Concentration helps students to integrate their knowledge about the United States, its history, politics, institutions, and culture, and to develop a broad perspective from which to interpret and evaluate their own and American experience. Students major in one of the departmental majors, and take the concentration both as a complement to the major and as a way of partially fulfilling the college's core requirements. Before beginning the concentration students should have completed either History 265 and 266 (American History I and II), or English 252 and 253 (Literature in American I and II). Students begin the concentration by taking any two of the American Civilization Junior Colloquia, and complete the concentration either by taking a group of four courses (none of them in the student's major) organized around a theme or topic chosen by the student, or by taking the Nantucket-American Civilization Semester. Completion of the concentration is recorded on the student's transcript.

Junior Colloquia

Each of the Junior Colloquia is offered for an entire semester, and explores some ways of integrating the findings and methods of two or more disciplines as they bear upon a specific topic or issue of significance in local, regional, or American society and culture. The colloquia offered in 1976-1977 were on the Myth of the Pioneer Woman, The Concept of Culture and the Study of the City, and Charlestown: The Historical Study of an Old Neighborhood. In future years the concentration will continue to offer the preceding colloquia, and hopes to add colloquia on such topics as The Italo-American Experience, The Family in American Society and Culture, Southern Society and Culture in the Twentieth Century, and A Social History of Women in the United States.

The Nantucket-American Civilization Semester

The Nantucket-American Civilization semester offers students the opportunity to study the history, culture, and natural environments of Nantucket, and to do guided interdisciplinary research using primary source materials from the archives of the Peter Foulger Museum. Students reside on Nantucket Island for an entire semester, and receive fifteen academic credits for the completed program. Any UMB junior or senior may apply for admission to the semester. Students concentrating in American Civilization may count the Nantucket Semester as four of the six courses required for the concentration. Students are urged, but not required, to take at least one American Civilization Junior Colloquium before enrolling in the Nantucket Semester. For the courses that form the Nantucket Semester see American Civilization 501, 502, 510, 520, and 521. For additional information and application forms students should see Associate Dean Horsley in the Dean's Office, College of Arts and Sciences, or Seymour Katz of the English Department, or Associate Dean Remsberg of the College of Professional Studies, or Rosamond Rosenmeier of the College of Public and Community Service.

Concentration In Biobehavioral Studies

Students interested in *animal behavior* who are majoring in Anthropology, Biology, or Psychology may choose to concentrate in *Biobehavioral Studies*.

The purpose of the concentration is to provide a broad foundation in the various approaches to the naturalistic study of the behavior of man and other animals. A concentrator will major in one of the three departments and take an appropriate group of courses in the other two departments. These courses cannot be completed in a short time and interested students are urged to consult with one of the advisors listed below as early as possible in their careers. Course lists and requirements are available from these advisors.

Naomi Bishop, Anthropology
Jeremy Hatch, Biology
Celia Moore, Psychology,

Requirements:

Students entering the concentration are advised to take introductory courses in Anthropology, Biology, and Psychology. In order to have the Concentration recorded on their transcript, students should declare the Concentration by completing the appropriate form available from a concentration advisor and by filing a card with the Registrar.

The requirements are intended not only to introduce the student to animal behavior but also to achieve some breadth in related fields and some depth with advanced courses. For all students declaring the concentration after January 1, 1976, the requirements are shown below; other students should see an advisor.

1. Satisfy major requirements of at least one of the three departments. Each department offers courses that can contribute both to major requirements and to the concentration.

2. Take at least five courses from the approved list in the *two* departments outside the major department. Include at least one course from each department.

3. The distribution of courses taken in the three departments must include (a) at least one from a group of first courses in animal behavior: Anthropology 210; Biology 248; 250; Psychology 265; (b) at least one from a group of courses in associated fields such as: Biology 216, (c) at least two from a group of advanced courses in animal behavior: Anthropology 214, 355, 360; Biology 650; Psychology 465.

4. A practical laboratory and/or field course (Biology 249; Psychology 266) is strongly recommended.

Creative Writing Program

The English major in Creative Writing must fulfill the general English department requirements for the English major with the following exceptions:

Freshman year:	The student may elect to take one semester of En210, Intro to Creative Writing rather than En102 upon request or recommendation of the EN101 faculty member.
Sophomore year:	Other than English department requirements, the student may enroll in two semesters of Creative Writing.
Junior year:	The student may enroll in two semesters of Creative Writing, while seeing to it that he meets the minimal requirements of the English department.
Senior year:	The student may enroll in any two Creative Writing courses in addition to the required English department courses. *Note:* that one semester of the two-semester Creative Writing Workshop is required, and must be taken this year if it had not been elected previously.

Regulations for the English Major in Creative Writing:

1. Four semesters of Creative Writing are required, one of which must be Creative Writing Workshop.
2. In addition, Creative Writing majors must be approved by the Creative Writing Committee.
3. Students wishing to take more than one Creative Writing course per term must receive permission of the Creative Writing Committee.
4. Courses designated as Creative Writing courses may be added to the Curriculum later and will count towards the Creative Writing major.
5. English majors who are *not* Creative Writing majors *will* be allowed to take Creative Writing courses, but may not repeat them for credit toward the English major.
6. Questions should be addressed to the Director or other members of the Committee.

Course offerings and descriptions for the Creative Writing Major:

En210 **Beginning Creative Writing**
An introduction to the writing of fiction, poetry, and drama for students who are sincerely interested in but not necessarily experienced in creative writing.
Offered each semester. May not be repeated for credit.

En300-301 **Creative Writing**
The course will emphasize fiction and/or poetry and will be taught through workshops or tutorials.
Offered each semester. May not be repeated for credit

En303-304 **Creative Writing Workshop**
Two advanced courses for students who have either completed one or more courses of En303-1 or who have experience in writing. Either 303 or 304 are required of all Creative Writing Majors.
Offered each semester. May be repeated for credit.

ThrArt 251-252 **Playwrighting**
Either of these courses may be counted as 3 credits towards the degree.

The East Asian Studies Concentration

The civilizations of China, Japan, Vietnam and Korea are worthy of study because they are at the same time an important part of the social and intellectual experience of the human race and practically relevant to today's American students and citizens. Their saliency in world affairs grows daily more important, and it is appropriate for UMass/Boston to offer some specialized instruction in this field.

It is not intended that students who choose to add a concentration in East Asian studies to work in their major discipline necessarily be preparing themselves for post-graduate work or study in the area. Courses offered in the concentration aim also at general intellectual advancement and satisfaction of personal educational goals.

Courses are at present offered chiefly in the areas of language and literature (Chinese and Japanese), history, politics and sociology, with courses in other disciplines occasionally available. An interdisciplinary "core course" called "Great Issues in East Asian Studies: A Popular Perspective" should be taken by all concentrators.

Admission and Requirements

Those interested in East Asian Studies should plan to take Asian Studies 110, "Great Issues in East Asian Studies" and begin language study as soon as possible. Consult with the Acting Director concerning their qualifications and to develop an individual program of study.

Normally, sophomores, juniors, and seniors will be admitted to the program. Concentrators are required to have knowledge of the Mandarin, Cantonese, Japanese, Korean, or Vietnamese languages, or to make a firm commitment to acquire that knowledge; language study is an extremely important part of the program. Two years of language study at UMB is required, but individual partial waivers may be granted on the following basis by the Acting Director.

1) Adequate existing skill level, judged on an individual basis by interviewing and/or testing.
2) For certain transfer students who don't have enough time to complete the two-year requirement.

In addition to Asian Studies 110 and four language courses, concentrators should take two other courses relevant to East Asia. Concentrators may be majors in any department, but existing courses would probably be most relevant to students of literature, history, and the social sciences.

I. Courses offered in connection with the concentration:

Course		Instructor
Asian Studies 110	Great Issues in E. Asian Studies	Huey, others
Chinese 101	Introductory Chinese I	Mao
Chinese 102	Introductory Chinese II	Mao
Chinese 201	Intermediate Chinese I	Mao
Chinese 202	Intermediate Chinese II	Mao
Chinese 251	Modern Literature in Translation	Mao
Chinese 253	Chinese Novel in Translation	Mao
Chinese 478	Independent Study	Mao
Economics 272*	Comparative Economic Systems	MacEwan
History 115	East Asian Civilizations I	Bix, Conner
History 116	East Asian Civilizations II	Bix, Conner
History 123*	Revolutions in the Modern World I	Hunt, Gordon
History 124*	Revolutions in the Modern World II	Hunt, Gordon
History 242*	Modernization of Mid-East & Japan	Ahmad, Bix
History 248	Modern Japan	Bix
History 250	Modern Vietnam	Bix
History 367	Chinese History I	Conner
History 368	Chinese History II	Conner
History 480C	Oral History of Vietnam	Hunt
Japanese 101	Intro. Japanese I	Kenney
Japanese 102	Intro. Japanese II	Kenney
Japanese 201	Intermediate Japanese I	Kenney
Japanese 202	Intermediate Japanese II	Kenney
Japanese 250	Literature in Translation	Kenney
Philosophy 297	Oriental Philosophy	Nearing
Politics 200*	Comparative Politics	Huey
Politics 355*	Comparative Rural Politics	Huey
Politics 387	East Asian Revolution/Chinese Government	Huey
Politics 388	Southeast Asian Revolutions	Huey
Religion 232	Religions of the Far East	Waghorne
Sociology 220	Survey of Asian Studies	Miyakawa
Sociology 221*	Asian Minorities in America	Miyakawa
Sociology 481B	Law and Politics in China	Brady

*Not area-oriented but with Asian relevance

Irish Studies Concentration

The Irish Studies Program is an inter-disciplinary program aimed at introducing students to various aspects of Irish culture from the early Celtic period to the present. It includes studies in history and literature, and eventually hopes to include studies in Gaelic art, drama, music and religion.

The purpose of the Irish Studies Concentration is to open the door to another culture. It recognizes the importance of the Irish contribution to Western Civilization and to the present day culture, especially in literature, where Irish writers such as Joyce and Yeats are recognized as modern masters. The tradition they established continues with vitality and importance in many contemporary figures such as Frank O'Connor, Mary Lavin, Patrick Kavanagh, Thomas Kinsella, Robert Murphy and many others. The work of all these writers represents but a part, though an important one, of a rich and ancient culture.

It is our hope eventually for an interchange of creative scholars and writers between Ireland and UMass/Boston. Such an interchange is now taking place with students. We hope to increase that interchange. Twenty-four credits are required or the Irish Concentration.

Courses offered have included:

English 350	Early Celtic Literature in Translation	Mr. Bowen
English 405	Irish Literature	Ms. Curran
English 488	Seminar: Yeats	Ms. Curran
History 231	Irish History	Mr. Brown
Theater Arts 482A	20th Century European Drama	Mr. Roberts

Latin American/Spanish American Studies Concentration

Purpose and Goals:

The Latin American/Spanish American Studies Concentration is designed to meet the needs of students with a variety of interests including:

— the generalist who seeks an understanding of modern Latin America as part of the liberal arts training rather than preparation for advanced professional study.

— the future specialist who expects to enter a graduate program in Latin American Studies and who seeks adequate preparation for admission to a reputable graduate school.

— the student who comes from a Spanish-speaking background and seeks deeper knowledge and understanding of his own culture and heritage.

— students who plan careers in urban settings where many private and government agencies, health systems and systems of education require knowledge of Spanish and Spanish-speaking communities.

The goal of the Concentration differs from that of a major subject requirement in that the latter is intended to make certain that students reach a sufficiently advanced level in one discipline to understand something of its complexities. The purpose of the Concentration is to serve as a kind of laboratory experience providing a place where tools and methodology of appropriate disciplines can be tested. It is well suited to students who are majors in the Departments of Anthropology, Economics, History, Political Science, and Spanish, all of which participate in the Concentration.

Admission

The Concentration is open to sophomores and upperclassmen who have had at least one course beyond the elementary level in one of the disciplines concerned. (Anthropology, Economics, History, Political Science and Spanish).

Requirements

A. knowledge of Spanish or Portuguese or firm commitment to acquire that knowledge. Proficiency may be demonstrated as follows:

1 — by the successful completion of 3 years of Spanish or Portuguese in high school.

2 — by the completion of 2 years or 1 intensive year of Spanish or Portuguese at the University level.

3 — the achievement of a score of 570 or above on the CEEB examination in Spanish or Portuguese.

B One unit of work to consist of either History 282 and 283 for students interested in Latin American Studies.

History 282 to be followed by Anthropology 480b — The Caribbean, for students whose interest is in Spanish-speaking Urban America.

Three additional courses to be chosen with the advice of the student's major subject advisor and the Coordinator of the Concentration.

One of the three courses will be the Senior Seminar conducted during the second semester in which all concentrators and all instructors on the Steering Committee will participate. The seminar will deal each year with a broad topic to which all disciplines can contribute and hopefully will help give the Concentration coherence and focus.

The following courses meet requirements in the Latin American/Spanish American Studies Concentration:

Anthro 207 Peasant Society	Kaplan
Anthro 274 Afro-American Ethnology in Latin America	Kaplan
Anthro 276 Peoples and Cultures of the Caribbean (Tentative)	Murray
Econ 236 Economic Development (Tentative)	MacEwan
Hist 282 Colonial Latin America	Schneider
Hist 482 Research and Methods Latin America: Comparative Slavery in Brazil, Cuba and U.S.A.	Schneider
Pol 371-3 Introduction to Latin America	Marshall
Pol 480-1 Seminar: Revolution and Counter-revolution in Chile	Spence
Pol 481 Venezuela and Politics of Oil	Marshall
Span 338 Survey of Spanish American Literature	Barradas
Span 356 Latin American Lit. in Translation	Walia
Span 453 Modern Spanish American Novel	Navas

Concentration In Law And Justice

The Law and Justice Concentration is an interdisciplinary program with a general liberal-arts focus about the law and how it affects people as they live in the real world. Like other Concentrations in the College, Law and Justice is a supplement to a student's major.

Requirements for the Concentration:
Concentrators will be required to complete at least 23 credits in the program, including:

One of the 2 introductory courses in Law and Justice (The 8-credit Freshman "Foundation" Course or the 4-credit Introduction to Law and Justice; if a student opts for the Foundation Course, only 4 of the 8 credits count towards the Concentration).

At least 9 credits in the core upper-level offerings, including 3 credits in each of the three core areas: Sources, Limits and Functions of Law; Legal Institutions and Procedures; and Forms of Social Justice and Social Ethics.

LAWJUS 108, Program Planning in Law and Justice. This is a 3-credit mini-course in program development.

At least 3 credits in the Senior Year Directed Study Seminar.

The remaining credits, up to the 23, may be departmental courses with a Law and Justice theme or focus. Concentrators will be urged to distribute such departmental courses more or less equally among humanities departments and social science departments. Courses used to satisfy a major requirement may, if appropriate, also be used for the Concentration in Law and Justice.

"A maximum of 7 credits, including the 1-credit mini-course in Program Planning, may be earned through the Law and Justice Mini-Courses to count toward fulfilling the Concentration requirements. A maximum of 6 credits may be earned in field work courses, provided that the field work is sponsored by the Law and Justice Program or, if the field work is departmentally based, that the field work is in a Law and Justice context in order for it to count toward satisfying Concentration requirements. All questions regarding earned credits toward the Concentration through mini-courses or field-work courses should be directed to the Law and Justice Advisory Committee, which can be contacted through the Law and Justice Office.

Already Existing Mini-Courses:

Higher Law and the American Constitution
The Spanish Inquisition
Rights
The Insanity Plea
Employment Discrimination
Legal Analysis
Juries
Law and Psychology
Behavior Modification
Cuban Law and Politics
Love and Marriage
The Legal Profession
The Marriage Game
Sacco and Venzetti
Justice and Utopia
Plato and Justice
Issues in Justice
Crime Prevention
Correction and Alternatives
Court and Community

Departmentally Based Electives (A Partial Selection):

Philosophy of Law
Psychology, Psychiatry and the Law
Sociology of Law
Law and International Relations
Medieval Law
American Detective Novel
Income Distribution and Law

Interdisciplinary Courses in Law and Justice:

LAWJUS	101	Foundation Course in Law and Justice
	104	Introduction to Law and Justice
	210	Prisons and Punishment
	220	Social Justice
	230	Law and Social Change
	240	Court and Society
	250	Ownership and the Law
	260	Authority, Liberty and Law
	470	Special Topics
	478	Independent Study
	500	Senior Year Directed Study Seminar
	501	Intern in Foundation Course

Concentration In Linguistics

Linguistics, the study of the structure of language and its functions in phenomena ranging from works of literature to the activity of the brain itself, comprises a natural and unique perspective for interdisciplinary research, an interface between the humanities, the social sciences and even the natural sciences.

Students may pursue a 21-hour concentration which will yield a grounding in linguistics coordinated with their pursuit of major fields of study (or programs of independent study). Given the diversity of topics approachable through linguistic analysis, the concentration should be of equal appeal to students of anthropology, computer science, history, literature, mathematics, physiology, politics, development and clinical psychology, sociology, area and ethnic studies and a variety of other fields.

The concentration will provide specific techniques of analysis of special value to students working in fields which serve persons of different languages or dialects, fields such as public health, education, law, social work and management. It will also prepare students for graduate study in linguistics and in such related disciplines as anthropology, computer science, foreign languages, literary study, medicine, psychology, and speech pathology.

The curriculum of the Concentration in Linguistics is as follows:

Prerequisite: Students may enter the Concentration upon consultation with a member of its faculty (see below, #5) no earlier than the start of the sophomore year. There are no specific course prerequisites.

Foundation Courses (nine credit hours): The core of the Concentration consists of a sequence of three courses which comprise an intermediate-level introduction to linguistics and its primary modes of analysis:

Introduction to Linguistics: Humanities 201 (Introduction to Linguistics) or Humanities 203 (Language Across Time) or Anthropology 285 (Language and Culture) or Anthropology 281 (Structure of Human Language)

Phonology: (The Sounds of Language) "Field Methods in Linguistics", a new offering in Anthropology.

Grammar: Humanities 310 (Transformational Syntax)

Language Study: A requirement for graduation in the Concentration is intermediate standing in a non-native language. Concentrators will be encouraged by the linguistics faculty to begin the study of non-Indo-European language to fulfill or supplement this language requirement.

Topics in Linguistics (three credit hours): Students who have completed the three foundation courses will attend this seminar, in which specialized pursuits in linguistics will be explored with the linguistic faculty.

Three-Course Sequence (nine credit hours): Students will complete the Concentration by taking three courses in specific areas of linguistics; they may begin the sequence during or after attending the seminar.

Phonology — Gerald Murray, Anthropology

Grammar — Jeanne Ambrose, French; Neal Bruss, English

Historical Linguistics — Jeffrey Houben, Classics; Vito Giustiniani, Italian

Natural and Artificial Language and Logic — Janet Farrell-Smith, Philosophy; Joan Lukas, Mathematics

Ethnography — Gerald Murray, Michiko Takaki, Anthropology

Sociolinguistics — Jeanne Ambrose, Neal Bruss

Stylistics — Neal Bruss, English

Acoustic Phonetics — Michael Gibbons, Anthropology

Modern Comparative Linguistics — Anny Newman, Russian

Computing: To gain exposure to the pragmatics of artificial languages and to aid them in their own research, students in the Concentration will be encouraged to study computer programming, chiefly through Mathematics 137 (Introduction to Programming).

Special Dual Major In Psychology And Philosophy
Students with a combined interest in Psychology and Philosophy may elect a directed major in Psychology and Philosophy. This major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

A minimum of 13 courses, 6 from each department, plus a course in directed study to be taken during the final year, are required. Included in these are the following "core requirements":

Philosophy:

100 Introduction to Philosophy
104 Introduction to Logic
Psychology:

101 Introduction to Psychology
102 Introduction to Psychology Research and *either*
280 History of Psychology *or*
480 Systems of Psychology

In each case of such a major, the student is required to plan out his program with a team of two advisors, one from each department. This need not be done prior to taking any courses in each department, but should come close to the beginning of the student's stay at UMB. It should be understood that some courses a student may have taken in each department prior to setting up such a major, may not be included in courses that count towards this major, if both advisors feel that the courses cannot be integrated into the student's course of study.

Study of Religion Concentration
The program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. At the nucleus of the Program is a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. This is supplemented by a variety of departmental course offerings which examine religious aspects of literature, art, history, or institutions, as treated by the social sciences and the humanities. This Program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

The Concentration in the Study of Religion is designed for students who wish to pursue the study of religion in a more systematic way. These students will be assisted and advised by the Committee on the Study of Religion which supervises the Program. A student's program of study in the Concentration must be coherent, balanced, and varied. It must provide for a clearly-defined focus and knowledge of a wide range of religious phenomena. Successful completion of the Concentration is formally acknowledged on student's official records.

Courses in the Study of Religion:
Study of Religion 109 — Introduction to Religion: Symbol, Myth, and Ritual
Study of Religion 122 — Introduction to Religion: Varieties of Religious Experience
Study of Religion 133 — From Fertility Cult to Philosophy
Study of Religion 231 — Religions of India
Study of Religion 232 — Religions of the Far East
Study of Religion 241 — Old Testament, the Religion of Israel and the Ancient Near East
Study of Religion 242 — New Testament, Judaism and Hellenistic Religion
Study of Religion 250 — Varieties of Mysticism
Study of Religion 252 — Sacred Histories and Myth
Study of Religion 255 — Religions of the Oppressed
Study of Religion 264 — Contemporary Religious Thought
Study of Religion 273 — Problems in Religion and Ethics
Study of Religion 276 — Religion and Technology
Study of Religion 478 — Independent Study

Courses closely related to the Study of Religion:
Approaches to Religion through particular disciplines:

Anthropology 267 — Anthropology of Religion
Philosophy 225 — Philosophy of Religion
Sociology 333 — Sociology of Religion

Religion and Literature:

Classics 284 — Greek and Roman Religion and Myth
English 366 — Milton
English 409 — Jewish American Literature
German 244 — Germanic Mythology
German 270 — Holocaust Literature
Humanities 260 — Visionary and Prophetic Modes in Literature
Humanities 343 — Mythology and Literature
Humanities 345 — Fantasy and Utopia
Italian 279 — Dante's *Divine Comedy*

Teacher Certification Program

Students seeking careers in education may avail themselves of the services of the Teacher Certification Program. The staff provides information and counseling to all students preparing for teaching careers. In addition, the program enables highly qualified students to satisfy Massachusetts requirements for Teacher Certification. Since UMass/Boston offers no major in Education, a teaching candidate pursues the University's normal degree and major sequences. At the same time, by judicious choice of electives from among those offered by several departments, one may acquire credits in courses approved for certification. The program culminates in the senior year when, under the direction of the faculty of the major department, the student enters student teaching and participates concurrently in a Curriculum and Methods Seminar.

Specific information concerning certification requirements and approved courses is available in the Teacher Certification Program Office.

Elementary Education (Prerequisite: Admission to TCP)
Grades K-6
TCH CER 589: Issues in Elementary School Curriculum
TCH CER 590: Curriculum, Methods, Student Teaching in Elementary Schools

Special Subject Teacher (Prerequisite: Admission to TCP)
Grades K-12
Music 586: Curriculum, Methods, Student Teaching of Music in the Schools
Theatre Arts 586: Curriculum, Methods, Student Teaching of Theatre Arts in the Schools

Secondary School Teacher (Prerequisite: Admission to TCP)
Grades 7-12
Biology 586: Curriculum, Methods, Student Teaching of Biology in Secondary Schools
Chemistry 586: Curriculum, Methods, Student Teaching of Chemistry in Secondary Schools
Classics 586: Curriculum, Methods, Student Teaching of *Latin* in Secondary Schools
English 586: Curriculum, Methods, Student Teaching of English in Secondary Schools
French 586: Curriculum, Methods, Student Teaching of French in Secondary Schools
Italian 586: Curriculum, Methods, Student Teaching of Italian in Secondary Schools
Mathematics 586: Curriculum, Methods, Student Teaching of Mathematics in Secondary Schools
Physical Science 586: Curriculum, Methods, Student Teaching of Physical Science in Secondary Schools
Social Science 586: Curriculum, Methods, Student Teaching of Social Science in Secondary Schools
Spanish 586: Curriculum, Methods, Student Teaching of Spanish in Secondary Schools

Students in departments not listed should consult with their departments to determine whether such courses are offered. Not every course is offered every semester of every year; students should consult with their departments regarding departmental offerings.

Library Courses

(Prerequisites: Junior Standing or Permission of Instructor)

In cooperation with the Boston Public Schools Library Program, the University offers two courses through the Teacher Certification Program that may be of general and specific interest to prospective teachers. Admission to TCP is *not* a prerequisite.

TCH CER 211: The Library and the City Child
TCH CER 212: Books and the City Child

The Program in Translation

The Program in Translation will give students two different routes to gain a foundation in the skill of foreign language translation:

The Concentration in Translation: Students can follow a 20-hour concentration sequence in the translation of a foreign language while pursuing a traditional major such as political science, physics or a standard foreign language major. Their degree will show that not only do they have expertise in their major field but also can function as translators of information into and out of a second language, attested in a Certificate in Translation.

Translation Option for Foreign Language Majors: One option for students wishing to major in a foreign language is to pursue a self-contained 50-hour sequence of courses focused on translation, an alternative to the standard foreign language curriculum. Students receive an Advanced Certificate in Translation.

The Translation Program is currently being developed in French and German; plans call for the gradual addition of other languages. Students should consult foreign language departments' offerings in this catalogue for information about the specific courses presently available. Students are also encouraged to contact the Director of the Program.

The purpose of this Program is to give students an ancillary skill to their basic education as a career option. In the greater Boston area alone there is need for translators' skills in fields ranging from public service to business and diplomacy. In the medical fields, for example, translators are needed to serve the multi-lingual clientele of the city's hospitals and clinics; public institutions are presently not equipped to serve non-English speakers.

Prerequisites: Both the Concentration and Translation Option for foreign language majors have the same conditions for entrance:

Passage of an examination which tests the student's ability to read and write English or the student's native language.

Completion of a two term sequence of courses in the student's second language, "intermediate language for reading" (offered by the foreign language departments).

Passage of a proficiency examination in the student's second language. Continuance in the program after the sophomore year is contingent upon this examination. Examination is set at the intermediate level of competence within the college level intensive language study program. The attainment of proficiency in the second or "target" language is the student's responsibility, and a working proficiency is required at the start of the junior year. Students are encouraged to attain the proficiency level by studying in a total immersion language program, either in the University, where available, or elsewhere in the United States or abroad.

Requirements: The Concentration and the foreign language Translation Option have five requirements in common:

1. A two term sequence of courses in the student's second language on "translation and style", in the context of an advanced collegiate level of language study, an intensive study of grammar of stylistics and composition, focused on problems of idiomatic translation in English and their second language. (Offered by the foreign language departments).

2. A two term sequence of courses in the second language "advanced translation" which will develop further and in depth the skill of written translation. (Offered by the foreign language departments).

3. One higher level course in English grammar and its application to writing.

4. One course in the culture and civilization of the student's second language (Offered by the foreign language departments).

5. A comprehensive final examination in translation.

The Translation Option for foreign language majors has three additional requirements:

6. A course in lexicology, the origins and meanings of words.

7. Three courses complementing the basic curriculum. This requirement may be met in various ways, subject to approval by the Advisor. For example, courses can include:

   —the history of the student's second language

   —the sound system of the student's second language

   —the dialects of the student's second language

   —International Economics

   —International Law and Organization

   —two terms of a third language

8. A coherent six course sequence in the student's second language or related fields to complement their basic translation skills, selected with the approval of the director of the program and its advisory board.

Internship: An optional summer or full-year internship may be available to students who wish job experience in translation.

Urban Studies Concentration

The College of Arts and Science offers an interdisciplinary program in Urban Studies administered by the following departments: Anthropology, Art, Economics, History, Political Science, Psychology and Sociology.

To graduate with an Urban Studies Concentration, the student, in conjunction with the requirements of a departmental major, takes at least seven courses from the list below (no more than three from any single department). These courses, mainly or wholly addressed to urban issues, allow students to explore the historical and contemporary problems of the city and city-dwellers as perceived by the various disciplines. The cooperating departments will offer an interdisciplinary seminar each spring beginning in 1978. Students will be required to take one seminar. Since not all courses are offered each year, students should check with the departments involved. For further information, contact the coordinator.

Anthropology — T. Sieber, A. Harwood

An 209 Urban Anthropology
An 258 Anthropology and Social Issues

Art — F. Fergusson

Art 480 Seminar in 19th and 20th Century Urbanism

Economics — H. Updike

Ec 155 Statistics
Ec 213 Urban Economics
Ec 214 Research in Urban Problems
Ec 243 Political Economy of the Black Ghetto
Ec 318 Economics of State and Local Governments

History — T. Brown, P. Gagnon, R. Prouty

Hi 276 United States in the 20th Century I
Hi 277 United States in the 20th Century II
Hi 323 History of Boston
Hi 325 American Social History, 1865 — Present
Hi 398 Topics in Boston History
Hi 481 Boston's Immigrants

Political Science — D. Paul, J. Spence

Po 241 Metropolitan Politics
Po 242 Problems in Urban Politics

Psychology — H. Ramseur

Ps 231 Environmental Psychology
Ps 232 Community Psychology

Sociology — H. Brill, S. Nikkel

So 221 Urban Community
So 222 Community Organization
So 252 Race and Ethnic Relations
So 327 Stratification

Women's Studies Concentration

Women's Studies at UMass/Boston has grown from a small offering of departmental courses to an interdisciplinary concentration with more than 30 courses, including its own WOST courses taught by its own staff of two faculty members, Ann Froines, Director, and Jean Humez, Assistant Professor.

The strong interest in Women's Studies at UMB is based on the commitment of women students, faculty and staff to deepen the analysis of the situation of women in our society.

The objectives of the program are to fill out the social picture of humanity and to question and change the present social organization based on the oppression of women. To this end the Women's Studies Concentration encourages the development of new departmental and interdisciplinary courses and attempts to incorporate new perspectives into existing courses.

Women's Studies invites participation of students in planning and evaluation of curriculum and in planning all special activities: speakers, conferences, films and other cultural presentations.

Courses are open to all students. A concentration, like a minor, is in addition to a major field, and will be recorded on the student's transcript. Most courses meet the requirements not only of the concentration but also major and core curriculum requirements.

Seven courses or 21 credits are needed to complete the concentration. Concentrators are required to take the introductory course (or its equivalent) and ought to take at least one other interdisciplinary Women's Studies course (listed as WOST). At least one course must be taken in each of two divisions: the Humanities and the Social Sciences.

About one half of the courses listed below are offered each semester. Independent study and seminars in advanced special topics are available for students who wish to do a directed in-depth study or research project.

Students and faculty, as well as members of the Women's Studies Board serve as advisors and will assist concentrators in planning a program in Women's Studies to fit their areas of interest and need. Students are welcome to come by the Women's Studies office for more information.

Courses in Women' Studies

WOST 100	Women and Society: Introduction to Women's Studies
WOST 200	20th Century Women Writers (subject to University approval)
WOST 300	Feminist Thought
WOST 350	Women and Imperialism (subject to University approval)
WOST 400	Research Methods in Women's Studies
WOST 479	Independent Study
WOST 480	Special Topics

Departmental Courses in the Women's Studies Concentration

ANTH 355	Sex Roles and Relationships
ECON 292	Women's Work
ECON 295	Sex-Segregated Labor Markets
ENG 205	Women and Men in 19th Century Literature
ENG 389	Black Women Writers
ENG 440	Contemporary Women Poets
ENG 482	Myth of the Pioneer Woman
FREN 271	The Feminine Presence in French Literature (in trans.)
GERM 275	Women and Men in German Literature (in trans.)
HIST 307	Women in European History from 1700
HIST 361	History of Working Class Women
HIST 362	History of Feminism
HIST 364	History of Feminist Thought
HIST 481	Women in Religious Movements
HUM 373	Women and the Feminine Myth
HUM 382	Homosexuality in Literature
HUM 383	Images of Women in Literature
INTR D 103	Law and Single Parent
LAWJUS 103Q	Women in Prison
PHIL 287	Equality
PHIL 289	Marxist Philosophy (and the family)
PHIL 481	Philosophical Issues of Feminism
PSYCH 263	Psychology and Women
SOCIO 382	Social Psychology of Sex Roles
SOCIO 451	Field Methods
SOCIO 475	Socialization
SOCIO 485	Single Parent Family
THRART 240	Women in Theatre

American Civilization

Am Civ 300 Junior Colloquium in American Civilization
An introduction to interdisciplinary American studies through a specific topic in local, regional, or national American culture and society.
3 Lect Hrs 3 Credits
Staff

Am Civ 301 Junior Colloquium in American Civilization
An introduction to a method or theory of interdisciplinary American studies through a specific topic in local, regional, or national American culture and society.
3 Lect Hrs 3 Credits
Staff

Am Civ 501 History and Culture of Nantucket Island
An introductory, interdisciplinary seminar surveying the social, political, cultural and commercial history of Nantucket island, from its earliest settlements to the present day.
Prerequisite: Admission to Nantucket program.
6 Lect Hrs/Wk for 6 Weeks 3 credits
Mr. Stackpole

Am Civ 502 Natural Environments of Nantucket Island
Introduction to the unique natural history of Nantucket and to general ecological principles, emphasizing the relationship of human history to island ecology and the variety of biotic habitats. Field trips required.
Prerequisite: Admission to Nantucket program.
3 Lect Hrs, 3-4 Field Hrs/Week for 6 Weeks 3 Credits
Mr. Tiffney

Am Civ 510 Methods of Interdisciplinary Research on Nantucket Island
Introduction to research and methods for interdisciplinary inquiry on Nantucket, utilizing primary source materials and cultural artifacts. UMB and on-island scholars will participate in the seminar to discuss their research and that of others. Weekly conferences with program director and field trips to Nantucket Research Center required.
Prerequisite: Admission to Nantucket program.
1 Lect Hr, 3 Disc Hrs 3 credits
Staff

Am Civ 520 Independent Study and Research on Nantucket Island
Prerequisite: Admission to Nantucket program.
Hrs by Arrangement 3 Credits
Staff

Am Civ 521 Nantucket Research Project
An intensive program of independent study of an appropriate Nantucket subject, utilizing island research resources and planned with a faculty advisor who will provide necessary counsel and guidance. Must conform to relevant departmental guidelines and standards. Periodic conference with program director and consultation with faculty advisor required.
Prerequisite: Admission to Nantucket program.
Hrs by Arrangement 3 Credits
Staff

Anthropology

Frederick C. Gamst, Professor, Chairperson; Professor David Landy; Associate Professors Barbara Ayres, Alan Harwood; Assistant Professors Stuart F. Berde, Naomi Bishop, Golamreza Fazel, Michael F. Gibbons, Jr., Lawrence S. Greene, Barbara E. Luedtke, Charles M. Nelson, R. Timothy Sieber; Instructors Lucille N. Kaplan, Gerald Murray, Michiko Takaki.

All majors are required to take Anthropology 101, Introductory Anthropology. This is a prerequisite for most advanced Anthropology courses and ordinarily should be taken during the Freshman or Sophomore year.

In addition to Anthropology 101, students are required to take a number of core courses to be distributed among the four subdisciplines of Anthropology as follows:

Courses in culture types include: AN206, Hunter-Gatherer Cultures; AN207, Peasants; AN209, Urban Anthropology; AN262, Pastoral Nomadism.

Topical courses include: AN254, Psychological Anthropology; AN255, The Anthropology of Education; AN257, Medical Anthropology; AN258, Anthropology and Social Issues; AN263, Cultural Ecology, AN355, Sex Roles and Relationships.

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a. Social and Cultural Anthropology — All Students are required to take *either* Anthro. 250, Social Organization, *or* Anthro. 251, Comparative Ethnology.

b. Students are required to take at least *one* of the following courses from *two* of the remaining three subfields of Anthropology:

1. Linguistics: either Anthro. 281, The Structure of Human Language, *or* Anthro. 285, Language and Culture

2. Biological Anthro: *either* Anthro. 210, Biosocial Bases of Human Behavior, *or* Anthro. 211, Human Origins

3. Archeology: Anthro. 241, Archeological Method and Theory, *or* Anthro. 233, New World Prehistory, *or* Anthro. 234, Old World Prehistory.

These courses are designed to introduce the student to basic concepts in the subdisciplines and should ordinarily be taken after Anthro. 101 and before more advanced courses in the particular subdiscipline.

Students are required to take a minimum of three advanced courses in one of the subfields and a minimum of two courses in one other, e.g., three courses in social and cultural anthro., two in biological; or three in archeology and two in biological, etc. The courses listed under 2. above, count toward this requirement.

For purposes of meeting these distribution requirements, courses are classified as follows:

A. Courses in Social and Cultural Anthropology:

Courses in social institutions include: AN250, Elements of Social Organization; AN251, Comparative Ethnology; AN261, Economic Systems of Non-Industrialized Societies; AN264, Power and Conflict in Non-Western Societies; AN267, Anthropology of Religion; AN350, Kinship.

Area courses - Courses which describe the peoples and cultures of a particular geographical region or area; AN270, Peoples and Cultures of Mesoamerica; AN271, Indians of North America; AN272, Cultures of Oceania; AN273, Peoples and Cultures of Africa; AN274, Afro-American Ethnology; AN275, Peoples and Cultures of East Asia; AN278, Communities and Subcultures of the U.S.A.; AN279, Peoples and Cultures of the Middle East.

Courses in Theory and method including: AN381, Methods of Cross Cultural Research, AN383, Anthropological Theory.

B. Linguistic anthropology courses include: AN281, The Structure of Human Language; AN285, Language and Culture.

C. Biological anthropology courses include: AN210, Biosocial Basis of Human Behavior; AN211, Human Origins; AN214, Primate Behavior; AN311, Primate Anatomy; AN360, Primate Socialization.

D. Archeology courses include: AN232, The Prehistory of Eastern North America; AN233, New World Prehistory; AN234, Old World Prehistory; AN235, African Pre and Protohistory; AN237, Prehistoric Agriculture; AN241, Archeological Method and Theory; AN485, Field Seminar in Archeology.

No more than two area courses (see 3A2 above) may be counted toward the major.

Anth 101 Introduction to Anthropology
A survey of anthropology and its various sub-disciplines - physical anthropology, archaeology, linguistics, and cultural anthropology. This course emphasizes human biological and cultural evolution, the relationship between language and culture, and the variety and diversity of human cultural adaptions presented through readings and films on selected hunter-gatherer, horticultural and agricultual societies. Course emphases may vary according to the special interests of the instructor.
3 Lect Hrs 4 Credits
Staff

Anth 206 Hunter-Gatherer Cultures
Study of the hunter-gatherer form of human adaption. Ethnographic data from hunter-gatherer cultures will be examined, and models derived from this data will be applied to the archaeological evidence for prehistoric hunter-gatherers.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Luedtke

Anth 207 Peasant Society
Anthropological approches to the origins and contemporary lifeways of peasant sectors of stratified societies in different world regions and at different historical periods. Analysis will move from ethnographic studies of particular peasant communities to their relationship with external political and economic forces, and to a consideration of the spectrum of competing ideological approaches to technological and social change. In a given semester the course may focus upon the peasants of a particular world region, such as Latin America.
Prerequisite: Anthropology 101 or permission of the instructor.
3 Lect Hrs 3 Credits
Ms. Kaplan, Mr. Murray

Anth 209 Urban Anthropology
A comparative study of the form and quality of urban life in selected western and non-western cultures.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 credits
Mr. Harwood, Mr. Sieber

Anth 210 Biosocial Basis of Human Behavior
The biological basis of human behavior - evolutionary principles, studies of animal behavior, primate studies, genetic variability in human populations today, evaluation of current theories of man's biological nature and heritage.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Bishop

Anth 211 Human Origins
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variation.
Prerequisite: Intro Anth or Anth 109 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Gibbons

Anth 214 Primate Behavior
A broadly based survey of nonhuman primates as found in their natural habitats with emphasis on the significance of these studies as comparative evidence in the formulation of a general theory of the origins of human behavior.
Prerequisite: Intro Anthropology or Anthropology 109 or permission instructor.
3 Lect Hrs 3 Credits
Ms. Bishop, Mr. Gibbons

Anth 231 Mesoamerican Prehistory and Ethnohistory
Mesoamerican prehistory from formative to postclassic times, the Spanish conquest and subsequent acculturation among Indians, Europeans and Africans. The natural, cultural and linguistic areas will be introduced. Designed to complement Anthropology 270, Peoples and Culture of Mesoamerica.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Kaplan

Anth 232 The Prehistory of Eastern North America
This course concentrates on the archeology of the area, but includes a discussion of the historic Indians. It will also be concerned with environmental differences and their effects on native cultures.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Luedtke

Anth 233 New World Prehistory
A broadly based survey of prehistoric societies in North and South America from the peopling of the New World to the period of initial European contact, including the application of archaeological materials to the reconstruction of culture history and the interpretation of contemporary problems in American Indian societies.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Luedtke

Anth 234 Old World Prehistory
A consideration of the prehistory of Africa, Europe, Asia and Australia, from the origins of man's cultural adaptation to the agricultural revolution.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Nelson

Anth 235 African Pre and Protohistory
The archeological record of Africa from the earliest human technologies, more than two million years ago, to the colonial period. Geographic focus on sub-Saharan Africa and Ethiopia. Equal attention given to early prehistory, the Iron Age, and the protohistoric emergence of African States.
Prerequisite: Intro Anthro or African History or permission of the instructor. Archeological methods and theory recommended for majors.
3 Lect Hrs 3 Credits
Mr. Nelson

Anth 237 Prehistoric Agriculture
This course examines the origins and consequences of the agricultural revolution in both the Old World and the New World.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Nelson

Anth 241 Archaeological Method and Theory with Laboratory
An introduction to the theory and application of archaeological methods. Emphasis is placed on the ways in which archaeologists view prehistory and the techniques by which data are gathered. Interpreted and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists commonly employ in the field and laboratory.
Prerequisite: Intro Anthropology or Intro Earth Science or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Ms. Luedtke, Mr. Nelson

Anth 250 Elements of Social Organization
Basic concepts and ethnographic data on the social organization of non-western societies will be introduced and used to explore major contemporary theories of social structure.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Berde, Mr. Harwood, Ms. Ayres

Anth 251 Comparative Ethnology
A systematic comparative approach to description and analysis of culture types and culture areas. Intensive comparative analysis of representative cultures and social structures with special reference to theories of ecological adaption and sociocultural evolution.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres, Mr. Gamst

Anth 254 Psychological Anthropology
A consideration of interrelationships between personality and culture. The effects of culturally patterned experience on personality formation. The role of psychological processes as determinants of culture.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres, Mr. Landy

Anth 255 The Anthropology of Education
Anthropology's cross-cultural, holistic, and evolutionary perspectives are brought to bear on the study of educational practices and institutions in a variety of sociocultural settings — traditional, modernizing, and complex, including the urban USA. Although account is taken of other stages in the individual life cycle, the primary concern is with cultural transmission and schools of modernizing and complex societies.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Sieber

Anth 257 Medical Anthropology
Man's ecological adaptions to disease and illness in prehistorical, historical, and transcultural perspective. Medical systems considered as cultural and social systems related intimately to social structure, religion, economics, distribution of power and other aspects of a society's lifeways.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood, Mr. Landy

Anth 258 Anthropology and Social Issues
Examines a number of modern social issues, including — racial-prejudice and conflict, the place of ethnic minorities in modern industrial society, poverty, education, violence, behavioral deviance, environmental pollution and degradation, and colonialism. Anthropological and other behavioral science studies are brought to bear upon these problems as social issues and as ethical issues for anthropologists and others.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Landy

Anth 261 Economic Systems of Non-Industrialized Societies
The study of pre-industrial and peasant-non-monetized, non-western economic systems. The relationships between economy and sociocultural systems.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Berde, Mr. Fazel

Anth 262 Pastoral Nomadism
A comparative study of the social, economic and political organization of nomadic pastoral peoples of the Middle East, Central Asia and North Africa. Of special concern are — A. The organizational adaptions of nomads to various ecological systems, and, B. The processes of sociocultural change including settlement, de-tribalization and modernization.
Prerequisite: Intro Anthropology and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel

Anth 263 Cultural Ecology
The interrelationships among human populations, human institutions, and their physical environment.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Fazel

Anth 264 Power and Conflict in Non-Western Societies
A comparative approach to pre-industrial and non-western political organization considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision making, types of political system, dynamics of change, archaic rebellions, etc.
Prerequisite: Intro Anthropology or permission of instructor
3 Lect Hrs 3 Credits
Mr. Berde, Mr. Fazel

Anth 267 Anthropology of Religion
A comparative study of religion, including belief systems, ritual and myth.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood

Anth 270 Peoples and Cultures of Mesoamerica
Survey of mesoamerican ethnology including an introduction to cultural and linguistic regions by the use of comparative ethnographic materials. Acculturation during the colonial period among indigenous and Spanish speaking populations and social change among rural and urban sectors in the contemporary period will be emphasized.
3 Lect Hrs 3 Credits
Ms. Kaplan

Anth 271 Indians of North America
An introductory survey of North American Indian societies and culture. Emphasis will be placed on the descriptive comparison of selected Indian societies through the study of North American culture areas, levels of socio-cultural integration, places of Indian history, and contact with Euro-American culture.
3 Lect Hrs 3 Credits
Mr. Berde

Anth 272 Cultures of Oceania
A broadly based survey of the history, ethnography, and modernization of Oceania, including Micronesia, Polynesia, Melanesia, and Australia.
3 Lect Hrs 3 Credits
Mr. Berde

Anth 273 Peoples and Cultures of Africa
In-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
3 Lect Hrs 3 Credits
Mr. Harwood, Mr. Gamst

Anth 274 Afro-American Ethnology
This course surveys and documents the significant contributions to Latin American and Caribbean cultures made by African-derived populations in the New World, utilizing ethnographic and historic sources. Theoretical approaches used in Afro-American ethnology will be critically examined. Cultural diversity and unity among Afro-American populations in a variety of Creole and other cultures will be examined.
3 Lect Hrs 3 Credits
Ms. Kaplan

Anth 278 Communities and Subcultures of USA
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Sieber

Anth 279 Peoples and Cultures of The Middle East
Survey of Middle Eastern ethnology. An anthropological approach to the contemporary Middle East, with special emphasis upon nomadic and peasant populations.
3 Lect Hrs 3 Credits
Mr. Fazel

Anth 280 Special Topics
Study of special topics, varying according to instructor.
Prerequisite: Anthropology 101 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 281 Structure of Human Language
Concepts and methods for analyzing the structures and rules by means of which speakers of any language unconsciously pattern their speech behavior. Strategies for identifying phonological, morphological, and syntactic structures will be presented, as well as a theoretical perspective for assessing contemporary trends in generative linguistics and ethnoscience.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Murray

Anth 285 Language and Culture
An examination of the relationships between language and culture, with special emphasis on the relevance of linguistic analysis and the study of speech as social behavior to problems of Anthropology.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Takaki

Anth 311 Primate Anatomy
Comparative anatomy of the primates with emphasis on dissection in order to ascertain the functional, i.e. biochemical, interrelationships of primate musculo-skeletal systems. This comparative evidence will be used as a basis for interpreting the fossil record of man.
Prerequisite: Primate evolution or permission of instructor.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Gibbons

Anth 350 Kinship
Basic concepts and ethnographic data on kinship in western and non-western societies will be introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Harwood, Ms. Takaki

Anth 355 Sex Roles and Relationships
Cross-cultural variation in economic, political, and parental roles of women and men in preliterate and non-western societies with special reference to the causes and consequences of this variation.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres

Anth 360 Primate Socialization
The relations between non-human primate infants and other troop members will be examined. The focus will be on how special experiences from infancy until adulthood shape an individual's future social behavior. Topics discussed will include: critical periods, attachment formation, sex differences and acquisition of sex roles, play behavior, 'aunting' and other care-taking behaviors.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Bishop

Anth 381 Methods of Cross-Cultural Research
An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study.
Prerequisite: Two advanced courses in Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ayres

Anth 383 Anthropological Theory
Survey of the major theoretical positions and concepts in social and cultural Anthropology, with special reference to problems of structure, function and process.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Staff

385 The Ethnography of Speaking
The course will introduce concepts and methods for studying 'speaking' the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions, and the dynamic interaction between linguistic and social factors in speaking will be the primary focus of this course. Special attention will be directed to contemporary social problems associated with multilingual and multidialectical phenomena. Students will undertake a limited research project to further their understanding of these problems and their possible solution.
Prerequisite: Either Anthropology 281, 285 or Humanities 201 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Takaki

Anth 390 Developmental Anthropology
An anthropological consideration of ideas and data concerning modernization, development and impediments to these, in non-industrial states. Topics covered include demographic change, long term developmental projections, global ecology, imperialism, third world reactions, agricultural development, industrialization, the underdevelopment of the social science of development, and energy and modernization.
3 Lect Hrs 3 Credits
Mr. Gamst

Anth 478 Directed Study I
Advanced students may be invited by the department to conduct independent research, supervision and guidance by members of the faculty.
Prerequisite: Intro Anthropology and permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Anth 479 Directed Study II
Advanced students may be invited by the department to conduct independent research. Supervision and guidance by members of the faculty.
Prerequisite: Intro Anthropology and permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Anth 480 Special Topics Seminar I
Intensive study of special topics, varying each year according to instructor.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 481 Special Topics Seminar II
Intensive study of special topics, varying according to the instructor.
Prerequisite: Intro Anthropology or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Anth 483 Field Research in Anthropology I
Supervised sequence of field research within one of the sub-disciplines of Anthropology; Biological Anthropology, Archaeology, Social-Cultural Anthropology, Linguistics. Continuous study in a field situation directed by a professional anthropologist.
Grading on a pass/fail basis. May include attendance at field schools directed by qualified faculty outside the university with permission of the student's department. A student may receive a maximum of six credits toward the major.
Prerequisite: Intro Anthropology or permission of instructor.
Six Weeks of Continuous Field Research
3 Credits
Staff

Anth 484 Field Research in Anthropology II
Supervised sequence of field research within one of the sub-disciplines of Anthropology; Biological Anthropology, Archaeology, social-cultural Anthropology, Linguistics. Continuous study in a field situation directed by a professional anthropologist.
Grading on a pass/fail basis. May include attendance at field schools directed by qualified faculty outside the university with permission of the student's department. A student may receive a maximum of six credits toward the major.
Prerequisite: Intro Anthropology or permission of instructor.
Six Weeks of Continuous Field Research
3 Credits
Staff

Anth 485 Field Seminar in Archaeology
A specialized, advanced seminar focused on problems and issues in field research such as microstratigraphy, site survey and excavation sampling, and archaeological resource management. May be repeated for credit up to a maximum of 20 credits, but only one seminar of 3 or more credits will be accepted to satisfy requirements for the major. If Anthropology 485 is accepted as one course requirement toward the major, only three credits in Anthro 483 or 484 will also be permitted toward fulfillment of major requirements. Such seminars are given only occasionally as faculty and financial resources permit. See departmental secretary in Bldg. 020 for further information.
Prerequisite: Permission of instructor.
Hrs by Arrangement (Credits Variable with Dept. Approval)
3-10 Credits
Mr. Nelson, Ms. Luedtke

Anth 490 Honors Seminar
An intensive program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors thesis. A student will present the thesis as a paper and as a talk in the Anthropology Colloquium Series. Theses will be graded by a committee of three faculty members including the advisor and one person chosen by the student.
Prerequisite: Senior standing, 3.5 GPA in major, and at least four upper level Anthropology courses, or departmental permission.
Hrs by Arrangement 3 Credits
Staff

Anth 491 Honors Colloquium
An intensive program of individual research conducted under the direction of an honors advisor and leading to the presentation of an honors thesis. Student progress will be monitored in a colloquium devoted to discussions between students and advisors of methods, insights, and common problems, and finally the presentation by each student of an oral report on his completed research.
Prerequisite: Completion of Anthropology 490 with a grade of 'A'.
Hrs by Arrangement 3 Credits
Staff

Anth Tutorials in Anthropology
Optional programs of intensive study taken in conjunction with any regular upper division class and centered around a special topic related to the subject matter of the course. Tutorials involve regular meetings of the instructor and student together with appropriate reading and writing assignments. Work undertaken in the tutorial is in addition to and graded separately from the regular course work.
Prerequisite: Permission of instructor.
Hrs by Arrangement 1 Credit
Staff

Armenian

Armen 101 Elementary Armenian I
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory reading.
4 Lect Hrs 4 Credits
Ms. Batmasian

Armen 102 Elementary Armenian II
A continuation of Armenian 101. For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory reading
4 Lect Hrs 4 Credits
Ms. Batmasian

Armen 201 Intermediate Armenian I
Emphasis on advanced grammar - declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises.
Prerequisite - Armenian 102 or equivalent.
3 Lect Hrs 4 Credits
Ms. Batmasian

Armen 202 Intermediate Armenian II
Emphasis on advanced grammar - declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises.
Prerequisite - Armenian 201 or equivalent.
3 Lect Hrs 4 Credits
Ms. Batmasian

Armen 301 Advanced Armenian
Advanced reading, conversation, composition and translation.
Prerequisite - Elementary and Intermediate Armenian.
3 Lect Hrs 3 Credits
Ms. Batmasian

Armen 302 Advanced Armenian
Prerequisite: Armenian 301.
3 Lect Hrs 3 Credits
Ms. Batmasian

Armen 303 Advanced Readings, Conversation, Composition and Translation
To be offered to students who complete the Armenian course sequence.
Prerequisite: Armenian 302 (Advanced Armenian)
3 Lect Hrs 3 Credits
Ms. Batmasian

Art

Ruth Butler, Professor, Chairperson; Professor Bates Lowry; Associate Professors Renee M. Arb, Ros Barron, Frances Fergusson, Robert Risse, Harold Thurman, Sheila L. Weiner; Assistant Professors Joseph Phillip Cervera, Warren Hill, Marcia Lloyd, Ben C. Patterson; Lecturers Jeanne Garrison, Henry Horenstein, Carol F. Jopling, Ann R. Milstein, Birgit Shell, Charlotte Shoemaker.

Major Requirements for Graduation

Majors in Art are required to take an introductory level course in both Art History and creative work and a minimum of eight advanced courses which collectively provide a distribution among historical styles and media acceptable to a departmental advisor. With permission of the department, honors students may substitute a senior thesis for one or two of the advanced courses.

Art 100 Introduction to the Language of Art
The nature of form, content, technique, and style in painting, sculpture, architecture and graphic arts. Designed to sharpen the student's response to original works. Museum meetings alternated with lecture/discussions on key problems.
3 Lect Hrs 4 Credits
Staff

Art 175 Visual Fundamentals
Development of visual awareness through projects, lectures, discussions which use the camera and other media as a means of establishing new and creative relationships with a visual environment.
4 Combined Lect/Studio Hrs 4 Credits
Staff

Art 195 Introduction to Film Analysis
A non-historical course intended to provide an understanding of the elements of film language, the basic film genres and certain major film styles. Intensified examination of a few selected films representing narrative, documentary and experimental techniques through the study of scripts, the use of replay and the analysis of film excerpts.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Risse

Art 201 Ancient and Medieval Art
The course will offer an historical survey of the art and architecture of the ancient world giving particular emphasis to Egyptian, Greek, and Roman cultures. From mid-semester to the end of the course, the students will be introduced to the arts in medieval Europe with a special focus upon the Romanesque and Gothic styles.
3 Lect Hrs 3 Credits
Mr. Cervera

Art 202 Renaissance to Modern Art
An historical survey of western art and architecture from the 15th century to the 20th century. The course will deal with different aspects of the art of: the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism and Impressionism, post-Impressionism and twentieth-century painting, and architecture.
3 Lect Hrs 3 Credits
Mr. Cervera

Art 254 American Architecture
A survey of American architecture and town planning from the 17th century to the present. Topics studied will include early colonial architecture, the search for a new style for the New Republic, 19th century expansion and eclecticism, the rival of domestic architecture, the skyscraper, style and the development of modern architecture in the 20th century.
3 Lect Hrs 3 Credits
Ms. Fergusson

Art 257 Aspects of Buddhist Art
A comparative survey of Buddhist architecture, sculpture and painting with material which ranges from the rock-cut caves of India to the Zen ink paintings of Japan. Illustrates the development of Buddhist doctrines in Asia.
3 Lect Hrs 3 Credits
Ms. Weiner

Art 264 The Art of Africa
An introduction to the African arts (especially carved figures, masks, rock and wall paintings, textiles and rural objects) in relation to the ethnic background as well as esthetic expression. Art historical problems within the continent and the impact of African forms on other cultures of the 19th and 20th centuries.
3 Lect Hrs 3 Credits
Staff

Art 266 North American Indian Art
An examination of art forms and styles of American Indians north of Mexico, concentrating on relationships of art to its society with emphasis on the structural analysis of form and pattern, the impact of European culture, the role of the artist and the relationship of technology and environment to the art form
3 Lect Hrs 3 Credits
Staff

Art 268 History of Western Sculpture
A survey of western sculpture from Greece to contemporary America. Discussion will bring out the various definitions of sculpture held by people of different ages and cultures, critical approaches to sculpture in the 20th century, and the use and effect of different media. The course will concentrate on major monuments and artists. Field trips required.
3 Lect Hrs 3 Credits
Ms. Butler

Art 270 History of Film
History of the medium from 1895 to the present through those films recognized as masterpieces of the art or those which have presented new technical-conceptual inventions in the cinematic vocabulary. Class time includes film screening, lecture and discussion.
3 Lect Hrs, 1 Hr Film Screening 3 Credits
Mr. Risse

Art 272 History of Photography
A survey of the history of photography from the invention of the medium in the 19th century to the present. Emphasis on photography as a medium of expression and communication, and on the distinctive qualities of selected photographers.
3 Lect Hrs 3 Credits
Staff

Art 275 Visual Experiments
Development of visual awareness and understanding visual modes of expression through assigned problems requiring individual solutions.
Prerequisite: Art 100 or Art 175.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 281 Drawing I
Basic materials and techniques, with emphasis on drawing as primary means for the description and interpretation of man and his environment. Problems in still life, landscape, and life drawing.
Prerequisite: Art 100 or Art 175.
4 Combined Lect/Studio Hrs 3 Credits
Staff

Art 293 Photography I
This course introduces the student to basic issues in photography. Mechanics of the camera, techniques of the darkroom, and creative and personal import. Illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography and its more significant creative impulses.
Prerequisite: Art 100 or Art 175.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 295 Film/Video I
A course whose basic aim is that of the traditional beginning film-making course, but which, for reasons of flexibility, economy, and ease of use, employs both Super-8 and 1/2 in. videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow students to explore the communicative and expressive possibilities of the moving image.
Prerequisite: Art 100 or Art 175.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 310 Studies in the History of Painting
A topic course designed to provide in-depth study in different aspects of the history of painting. Courses under this heading will deal with ideas, issues, movements and major figures in painting. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 311 Introduction to Italian Renaissance Painting
The creation and flowering of the early Renaissance style in Florence. Masaccio, Fra Angelico, Piero della Francesca, Botticelli and Leonardo da Vinci, among others, their relationship to the different esthetic and intellectual responses in the various local centers.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 312 Italian Renaissance Painting: The Golden Age
A definition of high Renaissance classicism of the particular form the style took in Rome and Venice in the first three decades of the 16th century. Concentration on the careers of Raphael, Del Sart, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 313 Mannerism in Visual Arts, 1520 to 1600
An exploration of the new style developed in Italy in reaction to Raphael's classicism which spread to northern Europe between the high Renaissance and the Baroque. From theory and content in relation to the social crises of the Reformation and the Counter-Reformation. The 'psychology' of mannerism and its relationship to the modern age.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 316 Painting, 1780-1850
A study of the major movements and artists involved in the evolution of 19th century painting in the first half of the 19th century. An investigation of the major movements in European painting between 1780 and 1850. Neoclassicism and Romanticism. The course will trace the development of these movements and that of the leading figures responsible for this development (e.g. Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix and Ingres.)
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Cervera

Art 317 Painting, 1850 to 1900
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art noveau and post-impressionism. The course will trace the development of these movements and that of the leading figures responsible for their development (e.g.: Courbet, Manet, Monet, Moreau, Seurat, Gauguin, Van Gogh, Cezanne)
Prerequisite: Permission of instructors.
3 Lect Hrs 3 Credits
Staff

Art 318 Painting, 1900 to 1945
A study of the major movements and artists in the first half of the twentieth century, and their relationship to social and intellectural developments. The evolution of twentieth century painting: fauvism, cubism, German expressionism, futurism, neue sacklichkeit, dada, surrealism and abstract art.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Cervera

Art 319 Painting, 1945 to the Present
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post paintery abstraction, color field, new realism, happening, performance art, video and conceptual art. In addition to investigating these movements and the major figures involved in their development, the course will also consider the role of contemporary criticism and its influence on the arts.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Cervera

Art 320 Studies in the History of Sculpture
This course will deal with specific problems in the history of sculpture. It is designed to focus upon single artists, types of commissions, aspects of iconography, national or period styles as they come up in the history of sculpture. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 324 Italian Sculpture, 1300 to 1600
A survey of the various styles and subjects of Italian sculpture, stressing the work of major artists such as Pisano, Ghiberti, Donatello, Michelangelo, Cellini and Giambologna.
3 Lect Hrs 3 Credits
Ms. Arb

Art 326 Tomb Sculpture
The course will study the sculptural forms man has employed as marker of the grave in various civilizations from primitive burials through rural cemeteries of the 19th century. Particular focus will be placed on the question: How does the tomb reveal the ways in which either an age has seen itself or an individual himself?
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Butler

Art 328 Modern Sculpture
Emphasis on the 19th century origins of modern sculpture and the range of sculptural expression achieved during the 20th century. Field trips required.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Butler

Art 330 Studies in the History of Architecture
A topics course designed to provide in-depth study of the historical and contemporary ideas, issues and major figures in architecture and urban planning. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 339 Twentieth Century Architecture
Theory and form in twentieth century architecture. The course will present a detailed examination of architecture in both Europe and America since 1900. Subjects will include art nouveau: de stijl; the bauhaus; the new internationalism vs. art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles vs. revivalism; the sculptural and monumental vs. nihilist attitudes in contemporary architecture. Some thought will be given to the contrast between 'popular and 'elitist' styles. Considerable attention will be given to contemporary theories on the function and forms of architecture.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Fergusson

Art 340 Studies in the History of Criticism and Aesthetics
A topic course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics will vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 344 Images of Women in Art
A lecture course dealing with the varied ways in which women have been portrayed in painting, sculpture, and prints. Topics will deal with the depiction of both the positive and negative aspects of woman's conventional roles. Woman as allegory and portraits of women will be examined as well as the historical situation of the woman artist.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 346 The American Vision in Art, 1860 to 1900
American art, especially painting, in the second half of the 19th century. The impact of social and intellectual forces, photography and the illustrated news weeklys on the traditional themes of landscape, portraiture and genre.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Arb

Art 348 Naturalism and Realism in Art
Considering the controversy behind their definition, the course examines these ideas in the art of antiquity and by contrasting Renaissance and Baroque concepts of naturalism. Special stress will be given to naturalism and realism in the 19th century and on how the role of photography has changed 20th century ideas of realism.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Butler

Art 350 History of Graphic Arts
A close examination of original prints designed to develop knowledge of the technical processes — woodcut, engraving, etching, lithography — and their evolution, and to introduce the student to criteria of connoisseurship. Concentration on the leading masters such as Mantegna, Durer, Rembrandt, Blake and Goya. Most meetings in the Museum of Fine Arts, the Boston Public Library and the Fogg Museum. Preference given to senior art majors.
Prerequisite: Previous work in the History of Art and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Art 368 The Movies, 1930 to 1950
A study of the Hollywood film from the coming of sound to the coming of television, concentrating on certain of the major genres: gangster and crime films, the musical, and the western — and approaching them in terms of theme and structure, principally as a form of popular culture. Weekly film viewings in addition to the three regular class hours per week.
3 Lect Hrs, 3 Viewing Hrs 3 Credits
Mr. Risse

Art 381 Drawing II
Continuation of work begun in Drawing I, involving problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still-life, landscapes and the human figure.
Prerequisite: 3 Courses in Art and permission form.
5 combined Lect/Studio Hrs 3 Credits
Staff

Art 382 Drawing III
Continuation of major concerns in Drawing II with a new emphasis on the integration of these issues into a pictorial statement.
Prerequisite: Drawing II and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 383 Painting Workshop
Specific problems are developed in or through various painting media including oil, opaque, watercolor, acrylics. Content will differ from semester to semester.
Prerequisite: 3 Studio Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 384 Painting Workshop
Specific problems are developed in or through various painting media including oil, opaque, watercolor, acrylics. Content will differ from semester to semester.
Prerequisite: 3 Studio Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 385 Three-Dimensional Workshop I
This course takes up issues basic to three-dimensional form, such as particular materials and techniques, or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisite: 3 Studio Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 386 Three-Dimensional Workshop II
This course takes up issues basic to three-dimensional form, such as particular materials and techniques, or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisite: 3 Studio Courses in Art and written permission.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 387 Graphics Workshop
This course will consist of a series of problems in pattern, systems, composition and personal symbology manitested through simple printing techniques (linocuts, stencils, etc.) plus some use of color papers and inks. It should be of particular interest to those students who anticipate art teaching careers.
Prerequisite: 3 Studio Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 388 Graphics Workshop
This course will consist ot a series of problems in pattern, systems, composition and personal symbology manifested through simple printing techniques (linocuts, stencils, etc.) plus some use of color papers and inks. It should be of particular interest to those students who anticipate art teaching careers.
Prerequisite: 3 Studio Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staft

Art 393 Photography II
A continuation of studies begun in Photography I Art 293, with an explicit escalation not only in content, but in expectation of achievement as well. Lectures, group critique, and laboratory assignments.
Prerequisite: 3 Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Statt

Art 394 Photography III
Stressing personal and independent points of view through lectures, group critique, discussion meetings, and darkroom work.
Prerequisite: Photography II and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 395 Film/Video II
A second semester of practice in the organization and execution ot moving imagery and sound
Prerequisite: 3 Courses in Art and permission form.
5 Combined Lect/Studio Hrs 3 Credits
Staff

Art 478 Independent Study I
Independent investigation ot a special area under the supervision of a qualitied professor. Open only to a limited number of students in any one semester. A written prospectus ot the project is required ot applicants.
Prerequisite: Permission ot instructor and department chairperson.
Hrs by Arrangement 3 Credits
Statt

Art 479 Independent Study II
Independent investigation of a special area under the supervision ot a qualified professor. Open only to a limited number of students in any one semester. A written prospectus of the project is required of applicants.
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 3 Credits
Staff

Art 480 Seminar in Visual Studies I
Designed primarily tor the art major to provide advanced work in areas and topics not normally ottered in existing courses. Course content will vary with instructor. May be repeated for credit.
Prerequisite: Permission of instructor.
3 Lect Hrs or 4 Lab Hrs 3 Credits
Staff

Art 481 Seminar in Visual Studies II
Designed primarily tor the art major to provide advanced work in areas and topics not normally offered in existing courses. Course content will vary with instructor. May be repeated for credit.
Prerequisite: Permission ot instructor.
3 Lect Hrs or 4 Lab Hrs 3 Credits
Staff

Art 484 Junior Seminar in Art History
A course designed for those students beyond the treshman year who are considering the possibility ot doing graduate or professional work in the history of art. Work is structured so that students concentrate on a number of small projects individually and in groups in order to examine the different methods used by art historians, the bibliography of art history, and the ways of organizing research and presenting material verbally with slides. Career possibilities and the nature ot graduate work in art history are discussed.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Butler

Art 486 Senior Seminar in Studio
This course concentrates on issues arising out ot three sources: selected exhibitions, assigned reading on particular artists and schools, and areas of immediate interest to individual faculty engaged in conducting class sessions. Illustrated lectures, field trips, group discussions, and oral report sessions. A number of faculty members will participate in the weekly seminars.
Prerequisite: 6 Courses in Art and senior standing.
1 Lect Hr 1 Credit
Statt

Art 487 Senior Seminar in Studio
This course concentrates on issues arising out of three sources: selected exhibitions, assigned reading on particular artists and schools, and areas ot immediate interest to individual faculty engaged in conducting class sessions. Illustrated lectures, tield trips, group discussions, and oral report sessions. A number of faculty members will participate in the weekly seminars.
Prerequisite: 6 Courses in Art and senior standing.
1 Lect Hr 1 Credit
Staff

Art 488 Special Problems — Field Work I
An independent project with an off-campus focus under the supervision of a qualitied professor or approved agency. Open to a limited number ot students in any semester. A written prospectus ot the project is required ot all applicants.
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 1-3 Credits
Staff

Art 489 Special Problems — Field Work II
An independent project with an ott-campus focus under the supervision of a qualified protessor or approved agency. Open to a limited number of students in any semester. A written prospectus of the project is required ot all applicants.
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 1-3 Credits
Staff

Biology

Lawrence Kaplan, Professor, Chairperson; Professors Herbert Lipke, Walter Rosen, Nevin Weaver; Associate Professors Ruth Bennett, John A. Freeberg, Bettina Harrison, Jeremy Hatch, Fuad Safwat, John H. Schultz, Edna Seaman, Claire Van Ummersen, Richard White, Garrison H. Wilkes; Assistant Professors Kamaljit Bawa, William Hager, Christine Kibel, David J. Policansky, Michael Rex, Ruth Schmitter, Harland Sheerin; Lecturer Susan C. Riggs, Part-time Associate Professor Daniel Malamud; Part-time Assistant Professors John Boreske, Elizabeth A. Davis; Part-time Lecturers Umesh Banerjee, David Kohn, Karlene Schwartz.

Requirements for Graduation
*These requirements apply to all students who enter UMB after the Fall term, 1976**

Courses:
General Biology 111-112 (lab required)
Genetics 252 (lab required)
Physiology 211 (lab required)

15 semester hour credits at the 300 level or above in Biology; a minimum of 9 class hours or 3 credit hours in the laboratory must be included.

8 additional credits; 200 level or above in Biology or in related fields.

Related courses include Organic Chemistry, certain other advanced science courses (not the basic ones required of Bio majors), and certain social science courses in the biobehavioral area. You need to obtain *prior* approval from the department chairperson for all these closely related subjects.

Introductory Chemistry 103-104 (lab required)
2 semesters Introductory Physics with lab
2 semesters Mathematics
130-135 or 140-141 are *recommended*
100, 105, 110, 120, 125, 126 are *not acceptable*

Majors are advised to take Biol 111-112, Chem 103-104, and Math *during their first year*; Biol 252 and Biol 211 and Introductory Physics *during their second year.*
*Subject to University Approval
Not more than one course in Biology or approved closely related field specified as part of the Biology major degree requirements shall be taken on a Pass/Fail basis.

Exemption from Introductory Biology
Students may satisfy the Biology Department major requirements for General Biol (Biology 111-112) and/or one year of the natural sciences core requirement through a special qualification program in Biology. Interested students who have a strong background in secondary school biology should 1) contact the Biology Department for an interview and 2) take a written examination in Biology to be offered prior to registration for the fall term. On the basis of the interview and the examination, the student may be granted exemption from Biology 101 and 102, Biology 101-104 or Biology 111-112.

Honors in Biology
To graduate with honors in Biology it is necessary to complete satisfactorily a program of at least 3 credits of Independent Study in Biology. This requirement can be fulfilled through the Independent Study Course, or the Nantucket Summer Program of independent projects. The Biology faculty will confer departmental Honors upon students who:

1. Have a 3.0 cumulative average
2. Have obtained satisfactory grades in their advanced biology courses. (Generally interpreted as no pass/fail enrollment and a 3.0 average in all biology courses numbered 200 or above.
3. Have written a thesis and given an oral presentation of their independent study project which the biology faculty feel merits the awarding of honors. This presentation will usually be during the last week of classes, and the thesis due one week prior to this.

A full description of courses in the graduate program in Biology appears near the end of this catalog.

Biol 101 The Basis of Life
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required
3 Lect Hrs, 1 Disc Hr 4 Credits
Staff

Biol 102 Evolutionary Biology
Mendelian and population genetics, the relationship between environment and the inherited ability of organisms to adapt the processes of genetic change and stablity through time. Those areas of genetics, ecology and evolution that form a unified approach to the study of organisms and populations. Although human application and social concerns will be presented, the course will draw its primary substance from the fundamental experiments and discoveries.
3 Lect Hrs 4 Credits
Staff

Biol 104 Human Biology
A one semester course designed principally for those who do not intend to major in biology. Principles of biology are taught using the human organism as a representative of biological systems at several levels. Subjects covered include human evolution, genetics, reproduction and development, and the impact of man on our environment.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Schultz

Biol 105 Plants and Human Affairs
The origin, botanical relationships, domestication and history of economic plants with emphasis on man's dependence on cultivated plants and his influence on the vegetation of the world.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Wilkes

Biol 108 Introduction to Nutrition
Introduction to the elements of nutrition with emphasis on humans; examination of food stuffs and nutritional quality: physiology of food utilization, food quality regulations and the global ecology of food production.
3 Lect Hrs 3 Credits
Mr. Sheerin, Mr Wilkes

Biol 111 General Biology I
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 112 General Biology II
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: Biology 111
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 200 Field Biology on Nantucket
Summer only. Requires written reports on original research projects on the field biology of Nantucket Island. Meets every weekday from late July through August at the University's field station on Nantucket. Lectures, seminars and individual consultation arranged. Mainland students live at the station and are responsible for modest expenses.
Prerequisite: Biology 112 or permission of instructor.
Hrs by Arrangement 1-6 Credits
Staff

Biol 211 Physiology of Organisms
A study of basic plant and animal physiology at the organismal level.
Prerequisite: Biology 112: co- or prerequisite Chem 103.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 213 Physiology of Organisms
A study of basic plant and animal physiology at the organismal level.
Prerequisite: Biology 112.
3 Lect Hrs 3 Credits
Staff

Biol 220 Taxonomy of Seed Plants
Evolutionary relationships of orders and families of seed principles of taxonomy; systems of classification; a survey of the major plant families.
Prerequisite: One year of Biology with laboratory.
3 Lect Hrs 3 Credits
Mr. Kaplan

Biol 221 Taxonomy of Seed Plants Laboratory
Collection and identification of local flora. Laboratory and field trips. A collection of fully identified documented herbarium specimens will be submitted by each student.
Corequisite: Biology 220.
6 Lab Hrs, Occasional Field Trips 2 Credits
Mr. Kaplan
Offered in Fall Term. Consult Instructor in preceding spring regarding preparation of plant collection during summer.

Biol 232 Invertebrate Zoology
Evolution, ecology, life history and morphology of invertebrate animals. Emphasis placed on living representatives of local fauna, especially marine invertebrates.
Prerequisite: Biology 111 and 112.
3 Lect Hrs, 6 Lab Hrs 5 Credits
Mr. Rex

Biol 234 Invertebrate Zoology Lecture
Lecture portion of Biology 232. Evolution, ecology, life history and morphology of invertebrate animals. Emphasis placed on living representatives of local fauna, especially marine invertebrates.
Prerequisite: Biology 111 and 112.
3 Lect Hrs 3 Credits
Mr. Rex

Biol 236 History of Evolutionary Thought
Development of evolutionary thought from 1750 - present. The course will examine: scientific and cultural contexts that produced the theory of evolution, intellectual development and contributions of Lamarck, Darwin and Wallace; social impact of Darwinism; establishment of modern evolutionary theory; contemporary critiques of Darwinism.
Prerequisite: Open to science and non-science majors with sophomore or upper level standing
3 Lect Hrs 3 Credits
Mr Kohn

Biol 238 Ornithology
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior. Normally taken in conjunction with laboratory and field work, Biol 239.
Prerequisite: Biology 111-112 or equivalent.
3 Lect Hrs 3 Credits
Mr. Hatch

Biol 239 Ornithology Laboratory
Laboratory and field work in ornithology (in conjunction with Biol 238.)
Co-requisite: Biology 238
3 Lab Hrs 1 Credit
Mr. Hatch

Biol 248 Animal Behavior
The course deals with topics in neurobiology and other aspects of the physiology of behavior, development; social organization; communication and ecological aspects of behavior, in a wide variety of animals. The focus is on whole patterns of behavior with emphasis on function and evolution.
Prerequisite: Biology 111-112 or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Hatch

Biol 249 Methods in Ethology
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films, and field trips.
Prerequisite: Biology 111-112. Biology 248 is a corequisite. (Psych 265 or Anth may be substituted with consent of instructor)
5 Lab Hrs, 1 Disc Hr 3 Credits
Mr. Hatch

Biol 250 Sociobiology
The societies of both invertebrates and vertebrates will be studied; colonial invertebrates and various loose associations of individuals will be examined briefly. The nature of various societies, their adaptive significance; the behavioral, physiological and anatomical modifications for social life, and communication within and among societies will be stressed. Theories of the evolutionary origin of societies will be examined in some detail. The laboratory will consist of analysis of societies and social interactions studied on film and in the field.
Prerequisite: Biology 112 or equivalent, or 1 semester of Biology and 1 of a closely related subject.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Weaver

Biol 252 Genetics
The basic principles of heredity through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes and patterns of inheritance.
Prerequisite: Biology 112. Chem 103-104 recommended.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 254 Genetics Lecture
The lecture portion of Biology 252.
Prerequisite: Biology 112.
3 Lect Hrs 3 Credits
Staff

Biol 312 Developmental Biology
An integrated course to introduce students to the basic processes of development at the organismal level using both animal and plant examples. Topics included will be reproduction, gametogenesis, growth, morphogenesis and cyto-differentiation.
Prerequisite: Biology 211 or 213; Chemistry 103.
3 Lect Hrs, 6 Lab Hrs 5 Credits
Staff

Biol 314 Developmental Biology Lecture
An integrated course to introduce students to the basic processes of development at the organismal level using both animal and plant examples. Topics included will be reproduction, gametogenesis growth, morphogenesis and cyto-differentiation.
Prerequisite: Biology 211 or 213 and Chemistry 103.
3 Lect Hrs 3 Credits
Staff

Biol 316 Animal Coordination
Nervous and hormonal mechanisms of physiological and behavioral control in animals. Basic physiology of systems involved in integration, physiology of endocrines, nervous system, muscles and sense organs and their interrelationship in achieving coordination in the whole organism. Emphasis on vertebrates, with some comparisons to invertebrate systems.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 6 Lab Hrs 5 Credits
Staff

Biol 318 Animal Coordination Lecture
Nervous and hormonal mechanisms of physiological and behavioral control in animals. Basic physiology of systems involved in integration, physiology of endocrines, nervous system, muscles and sense organs and their interrelationship in achieving coordination in the whole organism. Emphasis on vertebrates, with some comparisons to invertebrate systems.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Bio 320 Vascular Plants
Growth structure and function of vascular plants with emphasis on the plant as a functioning unit. Practical aspects of the botany of higher plants will be included in the laboratory along with descriptive and experimental work.
Prerequisite: Biology 211 or 213.
3 Lect Hrs, 6 Lab Hrs 5 Credits
Mr. Freeberg

Biol 322 Vascular Plants Lecture
The lecture portion of Biology 320.
Prerequisite: Biology 211 or 213.
3 Lect Hrs 3 Credits
Mr Freeberg

Biol 324 Biology of Non-Seed Plants
A study of the major plant groups emphasizing life cycles of the non-seed bearing plants and the control of life cycles by environmental and genetic factors. Aspects of autotrophic and heterotrophic nutrition of particular relevance to these plant groups and their phylogeny will be discussed. In addition to the use of pure cultures, students will isolate from nature and will culture nonvascular plant species. For appropriate species, particularly fresh water algae, fungi, slime molds, and gametophytes of moss and fern, the experimental control of life cycles and sexuality will be investigated. Brief attention will be given to the reproductive morphology of seed plants.
Prerequisite: Biology 211 or 213.
3 Lect Hrs, 6 Lab Hrs 5 Credits
Ms. Schmitter

Biol 326 Biology of Non-Seed Plants Lecture
Prerequisite: Biology 211 or 213.
3 Lect Hrs 3 Credits
Ms. Schmitter

Biol 330 Biology of Fishes
Evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest will be emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, as they apply to fish.
Prerequisite: Biology 211, 252.
3 Lect Hrs 3 Credits
Mr. Policansky

Biol 341 Biology of Populations I
Evolution and ecology of animals and plants. Aspects of population genetics, population dynamics, sociobiology, relationships between species, and community ecology. The labs will involve field trips and laboratory sessions on ecology, genetics and elementary data analyses.
Prerequisite: Biology 112, 252 (Can be corequisite) or permission of instructor. Math 113 or equivalent is desirable.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 342 Biology of Populations II
A continuation of Biology 341 with further development of topics from that course, and additional materials. General presentation more rigorous and conceptually demanding, with more mathematics and more theory than Biology 341. Some knowledge of statistics and calculus advised.
Prerequisite: Biology 341 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Biol 343 Biology of Populations Lecture I
The lecture portion of Biology 341.
Prerequisite: Biology 112, 252 (can be corequisite) or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Biol 344 Biology of Populations Lecture II
The lecture portion of Biol 342.
Prerequisite: Biology 341 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Biol 371 Methods in Cell Biology I
This is the laboratory to accompany Biology 373 (Biology of Cells I). The laboratory is comprised of several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit, with a minimum of 1 hour of lecture and 5 hours of laboratory per week. Each student must take 2 tracks per semester.
Prerequisite or Corequisite: Biology 373 or equivalent.
1 Lect Hr, 5 Lab Hrs 3 Credits
Staff

Biol 372 Methods in Cell Biology II
This is the laboratory to accompany Biology 374 (Biology of Cells II). The laboratory is comprised of several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit, with a minimum of 1 hour of lecture and 5 hours of laboratory per week. Each student must take 2 tracks per semester.
Prerequisite or corequisite: Biology 373-374 or equivalent.
1 Lect Hr, 5 Lab Hrs 3 Credits
Staff

Biol 373 Biology of Cells I
The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in biology.
Prerequisite: Biology 211 or 213: Corequisite: Organic Chemistry.
3 Lect Hrs 3 Credits
Staff

Biol 374 Biology of Cells II
The structure and function of the nucleus. The biochemical mechanisms of growth and reproduction at the molecular level.
Prerequisite: Biology 373.
3 Lect Hrs 3 Credits
Staff

Biol 478 Independent Study I
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. It is open to seniors and 2nd semester juniors. The course will normally be taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year also. This course can be taken in the summer.
Prerequisite: 2nd semester junior or permission of a research director.
Hrs by Arrangement 1-3 Credits
Staff

Biol 479 Independent Study II
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. It is open to seniors and 2nd semester juniors. The course will normally be taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for Biology 478 also. This course can be taken in the summer. Emphasis will be placed on the relationship between theoretical and empirical ecology. A weekly tutorial will provide opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biology 341-342 or permission of instructor.
2 Lect Hrs, 1 Disc Hr 3 Credits
Staff

Biol 642 Biogeography
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biogeography theory, the population genetics and evolutionari strategies of colonizing species, lectures by instructor, one discussion session per week, independent research by students that will be presented to the class in seminar form.
Prerequisite: Biology 341-342 or equivalent. Some knowledge of statistics and calculus highly recommended.
Mr. Rex

Biol 645 Ecological and Evolutionary Aspects of Plant-Animal Interactions
Ecological and evolutionary aspects of plant-animal interactions. Coevolution of plants and animals will be examined in an ecological context. Interactions to be examined include pollination, seed predation, herbivory and grazing. The role of these interactions in the regulation of community structure will be discussed. Although emphasis will be on tropical communities, alpine, temperate, and desert communities will also be covered.
Prerequisite: Biology 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Bawa

Biol 650 Advanced Ethology
Examination in depth of topics in the biological study of behavior - ethology - with particular reference to communication and the evolution of social behavior. There will be lecture-discussions and lab exercises, also field trips.
Prerequisite: For graduate students and seniors with appropriate background in Biology 211, 248 and 341 or Psychology 265 and consent of instructor.
Mr. Hatch

Biol 660 Seminar in Developmental Biology
Current problems in developmental biology. Molecular and cellular differentiation, and pattern determination.
Prerequisite: Biology 211 and permission of instructor.
3 Seminar/Disc Hrs 3 Credits
Staff

Biol 662 Photobiology
The photochemical reactions that occur in biological systems. Major topic areas are:
1. Properties of Light Energy 2. Utilization of Light Energy by Photosynthetic Organisms
3. Mechanisms of Visual Transduction
4. Photochemical Triggering Mechanisms for Developmental Processes.
3 Lect Hrs 3 Credits
Mr Hagar, Mr. White

Biol 666 Seminar in Neurobiology
Structure, function and development of sensory receptors, neurons and muscles.
Prerequisite: Biology 211 and/or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Biol 668 Advanced Physiology
Experimental studies in selected areas of organismal and cellular physiology. Provisions will be made for independent projects during the course. One weekly seminar plus one weekly lab meeting. Open to graduate students and to qualified advanced undergraduates.
Prerequisite: Biology 316 or 372 or equivalent organic chemistry, physics, and permission of instructor.
1 Seminar Hr, 4 Lab Hrs 3-4 Credits
Staff

Biol 670 Tissue and Organ Culture
Methods of plant and animal tissue and organ culture will be presented with special emphasis on problems of differentiation and morphogenesis in vitro. Introduction of certain techniques now used in plant protoplast culture and for hybridization of somatic cells in plants and animals. Provisions will be made for independent projects during the course.
Prerequisite: Permission of instructor.
1 Lect Hr, 6 Lab Hrs 3 Credits
Mr. Safwat, Ms. Van Ummersen

Biol 672 Directed Readings in Biology
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by Arrangement 1 Credit
Staff

Biol 673 Directed Readings in Biology
Selected readings in advanced areas of biology with guidance.
Hrs by Arrangement 1 Credit
Staff

Biol 680 Methods in Comparative Biochemistry
Analysis of tissues and subcellular particulates from microorganisms, plants, invertebrate and vertebrate animals to reveal physiological differences and evolutionary trends as expressed by chemical differences. The use of chromatography, spectrophotometry, tracer methodology and chemical derivation for the analysis of tissues and organelles isolated by dissection and differential centrifugation. Techniques for cell disruption and sampling will be presented along with instruction in the operation of equipment for the separation, purification and identification of tissue constituents.
Prerequisite: Permission of instructor.
6 Lab Hrs 2 Credits
9 Lab Hrs 3 Credits
Mr. Lipke

Black Studies

Bruce R. Hare, Assistant Professor, Chairperson; Assistant Professor Luckson E. Ejofodomi; Lecturers Gwendolyn A. Brown, Lemuel Carroll, George B. Cox, Rudolph R. Featherstone, Marilyn D. Saunders Montiero, Reginald Williams.

Requirements for Graduation

The requirements for a Black Studies major are consistent with the concept of Black Studies as a multi-disciplinary plan of study designed to provide its majors with a wide range of knowledge and analytical abilities as well as a firm grounding in an area specialization such as History, Social Science, or the Humanities.

All majors are required to take Blksty 110 and 111 (Introduction to Black Studies I and II) as well as to meet methodology and research requirements within the Department. Senior students with at least a 3.0 average will be allowed the opportunity to write an honors thesis under Departmental supervision.

1. A minimum of 9 courses of work is also required for the major in Black Studies.
2. One course is required in each of the 3 general areas: Black History, the Humanities, the Social Sciences.
3. At least 5 courses must be taken in a single area as a field of specialization.
4. Majors must take at least 5 of the 9 required courses in the Black Studies Department.

Majors in Black Studies will be advised to supplement their work with recommended courses in other departments in order to understand the Black experience within the broad framework of the world at large. Other requirements for Black Studies majors are consistent with general university requirements.

Black Studies Concentration

Students majoring in other subject areas who complete five approved courses will receive official recognition of a five course concentration in Black Studies.

Blksty 100 Introduction to Black Literature
Survey course of Black Literature from slavery through present times.
3 Lect Hrs 3 Credits
Ms. Montiero

Blksty 102 The History of Black Education
A comparative study of the history of Black Education from earliest times to 1954.
3 Lect Hrs 3 Credits
Mr. Ejofodomi

Blksty 104 Drug Abuse and the Black Community
An overview of the history and current problems evolving from drug abuse in Black urban communities in the United States. Discrimination, prejudice, limited access to opportunity structures, treatment for the use of drugs, the law, community institutions, and value systems are examined as they pertain to drug use in the Black community.
3 Lect Hrs 3 Credits
Mr. Williams

Blksty 108 Black Social Movements
Concepts of social movements as well as the appearance of social movements among Black Americans in the 19th century are examined. Examination of 20th century Black social movements, especially Marcus Garvey's movement, nation of Islam, the Civil Rights movement and Black Power movement.
Prerequisite: A course in Sociology, Political Science or Afro American History.
3 Lect Hrs 3 Credits
Mr Ejofodomi

Blksty 110 Introduction to Black Studies I
An introduction to the key issues in Black studies. An outline of the history of Blacks in Africa, Canada, the West Indies and the United States to 1865.
3 Lect Hrs 4 Credits
Mr. Ejofodomi

Blksty 111 Introduction to Black Studies II
An introduction to the major issues, problems and methods of research relating to Black studies. Topical approach to the study of Black history from 1865 to the present.
3 Lect Hrs 4 Credits
Mr. Ejofodomi

Blksty 201 Roots of the Black Family
An exploration of the social, economic and religious issues affecting the Black family.
3 Lect Hrs 3 Credits
Ms. Brown

Blksty 301 Black Intellectual Thought
A survey course of the significant writings of Black Americans from the period of emancipation to the present, with special reference to the issues concerning the educational, political, sociological and psychological status of Blacks in the United States.
3 Lect Hrs 3 Credits
Mr. Featherstone

Blksty 480 Topics in Afro-American Studies
3 Lect Hrs 3 Credits
Staff

Blksty 480C Afro-American Experience Through Music
An analysis of the varieties of Black music. The course also examines the African roots of Black music.
3 Lect Hrs 3 Credits
Mr. Carroll

Blksty 480D Black Urban Politics
An examination of the dynamics of Black politics in the urban setting.
3 Lect Hrs 3 Credits
Mr. Williams

Blksty 480F The Black Church and Its African Antecedents
An in depth study of the origins, development and expansion of the Black church, as well as an examination of its function as a pillar of strength for Black Americans.
3 Lect Hrs 3 Credits
Mr. Featherstone

Blksty 480G Race, Class, and Political Modernization
An exhaustive treatment of the evolution of the American socio-political system and the role function of Black people and third world nationalities. Special attention will be given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs 3 Credits
Ms. Brown

Blksty 480H Department Seminar
A dialogic examination of selected topics as they impinge upon segments of Black community. These topics will be treated with a view towards solutions.
1 Lect Hr 1 Credit
Staff

Blksty 480I School Desegregation
An intensive exploration of the issues that have affected desegregation with a view towards their interrelatedness. The case study method will be employed as one element
3 Lect Hrs 3 Credits
Mr. Cox

Blksty 488 Black Studies Senior Thesis I
Study in depth of a topic chosen by the student in consultation with an honors advisor and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American studies concentration committee, and 3.0 overall average.
Prerequisite: Black Studies 498 and 499 and permission of the Black Studies Department.
Hrs by Arrangement 3 Credits
Staff

Blksty 489 Black Studies Senior Thesis II
Study in depth of a topic chosen by the student in consultation with an honors advisor and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American studies concentration committee, and 3.0 overall average.
Prerequisite: Black Studies 498 and 499 and permission of the Black Studies Department.
Hrs by Arrangement 3 Credits
Staff

Blksty 498 Black Studies Honors Seminar I
An interdisciplinary seminar for students admitted to option B, honors, and to a limited number of other highly qualified students participating in the option A program.
Prerequisite: 3.0 overall average and permission of the Black Studies Department.
3 Lect Hrs 3 Credits
Staff

Blksty 499 Black Studies Honors Seminar II
An interdisciplinary seminar for students admitted to option B, honors, and to a limited number of other highly qualified students participating in the option A program.
Prerequisite: 3.0 overall average and permission of the Black Studies Department.
3 Lect Hrs 3 Credits
Staff

Chemistry

Leverett J. Zompa, Associate Professor, Chairperson; Professors J-P Anselme, Ernest I. Becker, Daniel A. Laufer, Thomas N. Margulis, Lowell M. Schwartz, Chi-Hua Wang; Associate Professors Joseph S. Alper, Robert I. Gelb, Hans van Willigen; Assistant Professors Robert L. Carter, Walter E. Weibrecht, Elliot M. Weinstock; Instructor Kenneth F. Cerny; Lecturer Nancy Wang.

Requirements for Graduation
Chemistry majors will take a basic group of courses in Chemistry, Mathematics, and Physics which will satisfy usual requirements appropriate to pre-professional training in Chemistry or teaching or to certain interdisciplinary fields of study.

All majors in Chemistry are required to take Chemistry 103-104, 153-154, 198, 241-242 and 269-270; Mathematics 140-141 and Physics 113-114 and either Physics 171-172 or 181-182 laboratories. Students interested in majoring in Chemistry should immediately contact the Chemistry department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Chem 101 Chemical Science I
First semester of a one-year introductory course for non-science majors. The basic principles of atomic structure, molecular structure and chemical change. Topics include atomic theory, the periodic table, chemical bonding and thermochemistry.
3 Lect Hrs, 1 Disc Hr 4 Credits
Mr. Zompa

Chem 102 Chemical Science II
Systematic descriptive chemistry and the chemistry of biological substances.
3 Lect Hrs, 1 Disc Hr 4 Credits
Staff

Chem 103 Chemical Principles I
Introduction to the fundamental principles of chemistry including structure, the periodic table of the elements, chemical bonding and molecular structure, states of matter based on kinetic theory, chemical kinetics, equilibria, and elementary thermodynamics. Laboratory work presents an introduction to methods of quantitative chemical techniques.
3 Lect Hrs, 3 Lab Hrs, (1 Disc Hr Optional) 5 Credits
Mr. Weibrecht

Chem 104 Chemical Principles II
Introduction to electrochemistry, oxidation-reduction reactions, acid-base systems, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis.
Prerequisite: Chemistry 103.
3 Lect Hrs, 3 Lab Hrs, (1 Disc Hr Optional) 5 Credits
Staff

Chem 153 Organic Chemistry I
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chemistry 104
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr 5 Credits
Mr. Anselme, Mr. Becker

Chem 154 Organic Chemistry II
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chemistry 104
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr 5 Credits
Staff

Chem 198 Chemical Problem Solving
Techniques of solving problems arising in chemistry in general and physical chemistry in particular. This course is a formal prerequisite for Chem 241 and Chem 269 but may be waived by passing a special examination. Chem 198 should normally be taken after Math 151 and Psysics 113.
Prerequisite: Chemistry 104.
3 Lect Hrs 3 Credits
Staff

Chem 241 Physical and Analytical Chemistry I
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chemistry 104 and 198, Mathematics 151, Physics 114 and one physics laboratory.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Alper

Chem 242 Physical and Analytical Chemistry II
Thermodynamics and theories of rate processes as applied to equilibria, electrochemistry, and separations techniques.
Prerequisite: Chemistry 241
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 269 Chemical Structure I
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. Laboratory work illustrates lecture principles and provides practice in application of various spectroscopic techniques.
Prerequisite: Chemistry 104 and 198, Mathematics 151, Physics 114 and one physics laboratory.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Weinstock

Chem 270 Inorganic Chemistry
Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
Prerequisite: Chemistry 269.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Weibrecht

Chem 315 Topics in Physical Chemistry
Topical discussions, each based on elementary principles studied in Chemistry 213-14 and progressing toward recent developments in the field.
Prerequisite: Chemistry 241 and 269
3 Lect Hrs 3 Credits
Staff

Chem 351 Organic Qualitative Analysis
Theory and practice in organic compound separation and indentification employing classical and instrumental methods.
Prerequisite: Chemistry 154 or 156.
1 Lect Hr, 6 Lab Hrs 3 Credits
Mr. Cerny

Chem 353 Introduction to Polymer Chemistry
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerization reactions and their mechanisms. Why and how polymers are tailor-made will be exemplified Polymer chemistry as an interdisciplinary and as a unique area of chemical science will be stressed
Prerequisite: Chemistry 154 or 156 and 241 or equivalent.
3 Lect Hrs 3 Credits
Mr. Becker

Chem 354 Introduction to Biochemistry
Structure, chemistry and metabolism of nucleic acids, proteins and carbohydrates
Prerequisite: Chemistry 154 or 156 or equivalent.
3 Lect Hrs 3 Credits
Staff

Chem 355 Topics in Organic Chemistry
Senior-level discussion of selected topics in organic chemistry.
Prerequisite: Chemistry 154 or 156.
3 Lect Hrs 3 Credits
Staff

Chem 361 Analytical Instrumentation
Principles and use of instrumental methods in analysis.
Prerequisite: Chemistry 241 and 269.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Chem 478 Readings in Chemistry
Topics vary depending on instructor.
Hrs by Arrangement 1-4 Credits
Staff

Chem 479 Readings in Chemistry
Topics vary depending on instructor.
Hrs by Arrangement 1-4 Credits
Staff

Chem 481 Advanced Laboratory in Chemistry I
Special laboratory topics under individual guidance by a faculty member.
Prerequisite: All chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chem 482 Advanced Laboratory in Chemistry II
Special laboratory topics under individual guidance by a faculty member.
Prerequisite: All chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chem 491 Senior Thesis in Chemistry I
Original investigation by the student under the guidance of a faculty advisor. An oral resume before the Chemistry Staff is required
Prerequisite: All chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chem 492 Senior Thesis in Chemistry II
Original investigation by the student under the guidance of a faculty advisor. An oral resume before the Chemistry Staff is required.
Prerequisite: All chemistry major graduation requirements.
12 Lab Hrs 4 Credits
Staff

Chinese

Chin 101 Elementary Chinese I
Introduction to modern Mandarin; intensive practice in the four language skills with an audio-lingual approach, for students who have no creditable training in Chinese.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Mao

Chin 102 Elementary Chinese II
Introduction to modern Mandarin; intensive practice in the four language skills with an audio-lingual approach, for students who have no creditable training in Chinese.
Prerequisite: Chinese 101 or equivalent.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Mao

Chin 201 Intermediate Chinese I
Continuation of Chinese 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate level readings in modern Chinese.
Prerequisite: Chinese 101 or equivalent.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Mao

Chin 202 Intermediate Chinese II
Continuation of Chinese 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chinese 201 or equivalent.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Mao

Chin 251 Modern Chinese Literature in Translation
Study of masterpieces, literary theories and authors in modern Chinese Literature. The course covers the period begun with the literary revolution (1917) and up to the present time. Authors under study are: Lu Hsun, Lao She, Pa Chin, Mao Tun, Hao Ran and others. Readings in English, no knowledge of Chinese required.
3 Lect Hrs 4 Credits
Ms. Mao

Chin 253 Classic Chinese Novel in Translation
Study of masterpieces in the classic Chinese novel of Ming and Ching periods (13th-19th centuries). Some titles are: The Romance of the Three Kingdoms, Golden Lotus, The Scholars, The Dream of the Red Chamber, etc. Readings in English. No knowledge of Chinese required.
3 Lect Hrs 4 Credits
Ms. Mao

Chin 478 Independent Study
This course is open to students who are adequately equipped and wish to study Chinese above the Chinese 202 level (intermediate). Reading material in Chinese suited to the student's level will be assigned for study and at least one meeting per week with the instructor is required for the student to make an oral report in Chinese on the contents of materials studied and to be helped in areas where he has encountered difficulties. A mid-term and a final will be given to test the student's accomplishment.
Prerequisite: Chinese 202 and permission of instructor.
Hrs by Arrangement 3 Credits
Ms. Mao

Classics

R. Joseph Schork, Professor, Chairperson; Professor George Koniaris; Associate Professor Harold C. Gotoff; Assistant Professors Jeffrey L. Houben, Emily A. McDermott, Frank J. Nisetich; Lecturer Gerald J. Sullivan

Greek Requirements

1) Greek 222 and at least four (4) three-credit courses in Greek at the 300+ level, including GR 310, *Epic Poetry*

2) Either CL 281-282 or HIST 208-209 or any other two Classics courses with departmental approval

3) Either two semesters of college Latin at the appropriate level or two additional Greek courses at the 300+ level.

Latin Requirements

1) Latin 222 and at least four (4) three-credit courses in Latin at the 300+ level, including LA 310, *Virgil*

2) Either CL 281-282 or HIST 208-209 or any other two Classics courses with departmental approval

3) Either two semesters of college Greek at the appropriate level or two additional Latin courses at the 300+ level

Greek - Latin Major Requirements

1) Greek 222 and Latin 222
3) At least five (5) three-credit Greek or Latin courses at the 300+ level: three in one language, two in the other

3) Either CL 281-282 or HIST 208-209 or any other two Classics courses with departmental approval

Classical Studies Major Requirements

1) 2 semesters of Latin or Greek

2) Classics 161, *English Lexicon*

3) Classics 281-282 or HIST 208-209

4) Classics 295, *Senior Seminar*

5) Three (3) other Classics courses (1 may be allied)

The department also offers majors the opportunity to participate in an Honors Program. Information about overseas programs in Greece or Italy can be obtained from the Chairperson.

Clsics 161 The English Lexicon
The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Suggested as an aid to basic skills development and to general language awareness.
3 Lect Hrs 4 Credits
Staff

Clsics 281 Greek and Roman Civilization I
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lecture on cultural and historical backgrounds: including Homer, the tragedians (Aeschylus, Sophocles, Euripides) Aristophanes, Plato (Greece). Introduction to archeological and artistic materials. This course and Classics 282 initiate the suggested sequence of Classics 'in translation'.
3 Lect Hrs 4 Credits
Staff

Clsics 282 Greek and Roman Civilization II
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds: including Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archeological and artistic materials. This course and Classics 281 initiate the suggested sequence of Classics 'in translation'.
3 Lect Hrs 4 Credits
Staff

Clsics 284 Greek and Roman Religion and Myth
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity; worship and ritual practices. Both primary (ancient authors) and secondary modern sources will be used. This course is suggested as a follow-up to Classics 281-282. Offered each semester.
3 Lect Hrs 4 Credits
Staff

Clsics 285 Greek and Roman Tragedy
A survey of the monumental, dramatic production of fifth century Athens including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theatre conventions; influence on Rome and tragedies of Seneca.
Offered each semester.
3 Lect Hrs 4 Credits
Staff

Clsics 286 Greek and Roman Comedy
The origins of western comedy through a reading of selected works; (Aristophanes and Menander-Greece; Plautus and Terence-Rome). Offered each semester.
3 Lect Hrs 4 Credits
Staff

Clsics 287 Women in Greek and Roman Literature: Reflections of a Divided Society
Readings in English translation of works of Greek and Roman literature dealing with women and their place in society.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 288 Literary Criticism in Antiquity
Readings in English translation of works of Greek and Roman literature dealing with criticism.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Staff

Clsics 291 Greek and Roman Historiography
Major Greek/Roman historians. Consideration of development of historical writing, historians' concept of causation, literary techniques; primary and secondary sources.
3 Lect Hrs 4 Credits
Staff

Clsics 292 Rhetoric: The Art of Persuasion
Examines great speeches from antiquity to the present by using the models, techniques, and standards of public speaking as developed in ancient Athens and Rome. Offered at two year intervals. Fall 1978.
3 Lect Hrs 4 Credits
Staff

Clsics 478 Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairmen.
Hrs by Arrangement 3 Credits
Staff

Clsics 479 Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairmen.
Hrs by Arrangement 3 Credits
Staff

Clsics 490 Honors Program
Extensive reading in one broad segment of classical literature culminating in a written examination.
Prerequisite: 3.2 major average, 3.0 overall average. Senior standing, permission of instructor.
Weekly Conferences 3 Credits
Staff

Clsics 499 Honors Thesis
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of the department.
Hrs by Arrangement 3 Credits
Staff

Clsics 586 Curriculum and Methods Students Teaching - Classics
The issues, principles and methods of secondary school teaching of Latin. Supervision and critique ot practice teaching.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs (practice teaching)
9 Credits
Staff

Economics

Louis Esposito, Associate Professor, Chairperson; Professor Harold Wolozin, Associate Professors Monique Garrity, Leonard J. Kirsch, Daniel Primont, Salvatore Schiavo-Campo, Raymond Torto; Assistant Professors Charles Betsey, Eric Chester, Lawrence Shute, Mary H. Stevenson, Helen Updike; Instructor Bernadette Chachere.

Economics Major

All Economics majors are required to take Economics 100, 155, and 200-201 and 18 additional credits of junior-senior level courses. However, by permission of the department up to 6 credits in related disciplines may be substituted for Economics courses.

Political Economy Major

All Political Economy majors are required to take Economics 100, 155, 205, 208, 209 and 15 additional credits of junior senior level courses. (200 level sequence or above). However, by permission of the department up to 6 credits in related disciplines may be substituted for department courses.

Majors planning to go on to graduate study are advised to take Economics 351 and Economics 352.

Econ 100 Economic Literacy
A broad introductory survey of economic principles and institutions. Emphasis on the role ot economic principles in understanding and analyzing current economic problems.
3 Lect Hrs 4 Credits
Staff

Econ 155 Statistical Methods
A non-calculus introduction to statistical inference. Primary objective is to familiarize the students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. The first halt ot the course covers probability including common distributions. Second halt studies hypothesis testing including t-tests, goodness of fit, contingency tables, analysis of variance, regression, and correlation.
3 Lect Hrs 4 Credits
Staff

Econ 180 The Political Economy of Taxation in Massachusetts
Introduces the non-economics major to the political economy of taxation with special emphasis on the issues of state and local taxation in Massachusetts. The mechanisms of the property tax, state tax and state aid formula. Fiscal zoning, housing and school financing issues. Proposals tor reforms in the system of state and local taxes in Massachusetts.
Prerequisite: For non-economics majors only.
3 Lect Hrs 3 Credits
Mr. Torto

Econ 200 Economic Theory I: Macroeconomics
Analysis of the forces determining the level and structure ot gross national output, and those government policies which attempt to affect economic activities in the United States.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 201 Economic Theory II: Microeconomics
Analysis ot consumer behavior. The theory of production equilibrium ot the firm and the industry, market structures and the pricing of factors of production.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 205 Economics: Institutions and Organizations
An introduction to the institutional context ot economic activity in the contemporary American society. Role of the state in the economy. Character of the modern corporation and the labor union and their relationship to one another. The role of schools and the family in the economy
3 Lect Hrs 3 Credits
Staff

Econ 208 History of Economic Thought I
A discussion of the rise and development ot systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The tirst semester discusses the origins ot mercantilist thought, the physiocrats and classical political economy through Marx.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Shute

Econ 209 History of Economic Thought II
The second semester (following Econ 208) of the history of economic thought begins with the post-classical period in economics. Among the topics covered are the German historical school, the rise in popularity of the marginal concept in economics, some topics in institutional economics and the development of aggregative analysis. Heterodox developments in post-Marxist and non-Marxist thought will also be discussed. Contemporary developments in economic thought will be covered as time permits.
Prerequisite: Economics 208.
3 Lect Hrs 3 Credits
Mr. Shute

Econ 213 Urban Economics
An economic analysis of urban areas and urban problems. Provides an economic explanation of the growth of cities and metropolitan areas together with an understanding of the forces that determine the location, form, and economic structure of cities. A number of contemporary problems are studied in depth. A political-economic analysis is applied to such problems as the property tax, housing and urban renewal, poverty, crime and transportation.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Stevenson, Mr. Torto

Econ 225 American Economic History
This is a course in the economic history of the United States. It begins with a study of the colonial period to make clear the economic basis of the Revolutionary War. The course will then cover the Industrial Revolution in the United States and the economic basis for slavery and the Civil War. The course will then cover such 20th century issues as the broad scale conflict between capital and labor during and after WW I, the weakness of the U.S. economy during the 1920's, and the Great Depression.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 235 International Economics
The theory of international trade. Theory and practice of commercial policy, international finance, the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity, Mr. Schiavo-Campo

Econ 236 Economic Development
The economic meaning of underdevelopment, evaluation of alternative 'strategies' for economic growth, the role played by different kinds of resources, interaction of the problems of the underdeveloped countries of Africa, Asia, and Latin America with the policies of the developed countries.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity, Mr. Schiavo-Campo

Econ 237 The African Economy
Comparative analysis of the economic characteristics and problems of sub-Sahara African countries.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Ms. Garrity

Econ 239 The Latin American Economy
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 243 The Political Economy of the Black Ghetto
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g. housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 249 The Political Economy of Environmental Control
An introductory survey of the impact and challenge of environmental disruption upon the environment and the quality of life in our society. The sources, measurement, and control of pollution as a problem in private and social planning. A transdisciplinary approach including legal, social, political and psychological factors.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 272 Comparative Economic Systems
Relationship between market and non-market mechanisms in the production and distribution of economic resources in four economies. First half devoted to analysis of contemporary American capitalism, the British economy under labor government 1945-1950, and the German economy of 1934-1945. Second half concentrates on planned economy of the U.S.S.R.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Kirsch

Econ 280 The Economics of Health Care
This course is primarily concerned with analyzing the health care delivery system in the United States. Among the topics covered will be the economic, social, and demographic factors determining the demand for health care, the supply of various kinds of health manpower, the financing of health care services and its impact on hospitals, and alternative systems of health care delivery.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Esposito

Econ 281 Marxist Analysis and Radical Critique of Modern Economic Theory
The central focus of the course is Marxist economic analysis in its classical and modernized forms.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Kirsch

Econ 291 Economics of Labor and Collective Bargaining
A brief historical overview of the American labor movement and institutions traditional economic theories of wage determination and the impact of collective bargaining. A radical critique and alternative theories as applied to low-wage labor markets.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 294 Sex Segregated Labor Markets
A study of women's inferior economic status, proposals for changes in public policy, and a review of theoretic and empirical work on topics including womens labor force participation, job segregation, wage differences and discrimination.
Prerequisite: Economics 100 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Stevenson

Econ 295 Institutional Economics
An analysis of the institutional approach to social phenomena in the history of economic thought. Among the economists studied are Thorstein Veblen, Wesley Clair Mitchell, John R. Commons, John Maurice Clark, Clarence Ayres, Gunnar Myrdal and John Kenneth Galbraith. It is suggested that students have prior training in the history of economic thought and standard economic theory
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Mr. Shute

Econ 317 The Economics of the Public Sector: Problems in Public Finance
The incidence and effects of taxation, government expenditure programs, and public debt operations of federal, state and local governments.
Prerequisite: Economics 200.
3 Lect Hrs 3 Credits
Staff

Econ 318 The Economics of State and Local Governments
In developing a systematic framework for analyzing economic problems of state and local governments, this course will cover such topics as the financing of education, revenue-sharing and program budgeting.
Prerequisite: Economics 201.
3 Lect Hrs 3 Credits
Staff

Econ 330 The Political Economy of Money
An economic analysis of financial institutions and markets in the American economy. Institutional and economic factors in the determination of the money supply are studied, including the commercial banking system, the Federal Reserve system, and the money and capital markets. Concentration on the theory and evidence concerning the demand and supply of money and its effects on the American economy. The debate between the monetarists and the fiscalists, and current monetary issues.
Prerequisite: Economics 200.
3 Lect Hrs 3 Credits
Mr. Torto

Econ 332 American Industry: Structure, Conduct and Performance
A theoretical framework for the analysis and evaluation of the performance of American industry, examination of a group of American industries to illustrate usefulness of economic theory in explaining price and output policy, analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisite: Economics 201.
3 Lect Hrs 3 Credits
Mr. Esposito

Econ 345 Income Distribution
This course deals with recent trends in and the current state of income inequality in the U.S. and conceptual and measurement problems. The role and impact of government on the distribution of income is analyzed in detail.
Prerequisite: Economics 100.
3 Lect Hrs 3 Credits
Staff

Econ 351 Mathematical Economics
Static and dynamic models of economic behavior will be formulated.
Prerequisite: Math 125 or equivalent, Economics 200-201 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Primont

Econ 352 Econometrics
The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships.
Prerequisite: Economics 155.
3 Lect Hrs 3 Credits
Mr. Primont

Econ 435 The Multi-National Corporations
Impact of the multinational corporation on the economic and social structures of the less developed countries. Topics will include theories of direct foreign investment, nature of host country-foreign firm conflicts. Issues in labor relations, impact on economic integration and policy alternatives of the less developed countries.
Research project and report required.
Prerequisite: Economics 235 or 236 or 237.
3 Lect Hrs 3 Credits
Ms. Garrity

Econ 450 Economic Man and the Image of Man
A transdisciplinary seminar on the image of man in economics compared to the image of man as seen by other disciplines such as philosophy including existentialism, anthropology, sociology, psychology, psychoanalysis, etc.
Prerequisite: Economics 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 470 Special Topics
3 Lect Hrs 3 Credits
Staff

Econ 476 Field Work in Economics
Carefully supervised field work in institutions in the Boston area which do research on economic issues. A written description of the research, periodic conferences with the faculty supervisor, and a final report on the field work experience are required minimally. Open to a limited number of students per semester. The department will place the student in the appropriate institution.
Prerequisite: Permission of the Department.
3 Lect Hrs 3 Credits
Staff

Econ 478 Independent Study
Research and reading in any area in economics. The purpose of this course is to allow the student to do advanced work in an area of economics to which he has already been exposed or to investigate an entirely new area.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Econ 480 Seminar
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Econ 481 Seminar on Environmental Control
Research and reading in selected topics related to environmental control: social costs, quality of the environment, economics and the law, population, economic growth, interdisciplinary approaches, etc.
Prerequisite: Economics 249 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Wolozin

Econ 490 Honors Thesis
Senior economics majors who have at least a 3.0 grade point average both overall and in their major can, with the approval of the department in the spring semester of their senior year, write an honors thesis under the direct supervision of a member of the department. The thesis advisor will be chosen by the student and the nature of the research project will be agreed upon by both student and advisor. The thesis advisor and the student will then select a reader who will be available for consultation through the term of the project. Upon completion of the thesis, it will be submitted to the department chairperson who will schedule an oral resume before the Economics Department. The grade for the course and the awarding of honors will be determined by the thesis advisor and reader.
Hrs by Arrangement 3 Credits
Staff

Econ 590 Field Practicum in Economics
The practicum is designed to enable a student to earn 15 hours credit — six in his major field — for a semester of work during the academic year with a government agency. The program is designed to integrate this experience into a more general education plan which will require majors to complete a 'pre' course that is substantially related to the proposed internship in the semester preceding and a similarly related 'post' course in the semester following the internship. See dept. for a specific sample program.
Prerequisite: Approval of Economics Department.
Mr. Torto

English

Joel Blair, Associate Professor, Chairperson; Professors Max Bluestone, James H. Broderick, Mary D. Curran, Mary Anne Ferguson, Philip Finkelpearl, Edwin Gittleman, Francis Hart, Seymour Katz, Richard Lyons, Emerson Marks, Alvan S. Ryan, Irvin Stock, Taylor Stoehr; Associate Professors Donald Babcock, Martha Finney Collins, Linda Dittmar, Kenneth Frederick, James Leland Grove, Charles Knight, John Marvin, Duncan Nelson, Shaun O'Connell, Ronald Schreiber, George Slover, James G. Sweeney, Joseph Tribble, Cornelia Veenendaal, Frederick Willey; Assistant Professors Sara Bershtel, Charles Bowen, Robert Crossley, Thadius Davis, Albert J. Diver, Harriet Feinberg, Christopher Gay, Alan Helms, Susan Horton, Monica McAlpine, Margaret McGavran, Louise Mendillo, Richard Morahan, Theodore Richer, Carole Robinson, Mary Shaner, George Smith, Jr., Lee Allen Warren, Igor M. Webb; Lecturers Linda Hunt, Fahamisha Shariat (Patricia L. Brown), Marilyn Truesdell; Part-time Associate Professor Ann Berthoff.

Requirements for Graduation
Students majoring in English shall fulfill, in a sequence of their own devising, a minimum requirement of ten courses beyond freshman English, of which at least six must be above the sophomore level. (200-level courses are sophomore courses; 300- and 400-level courses are upper division courses.)

In addition, all students, majors and non-majors, who wish to ake 300- and 400-level courses, must first take as a prerequisite one of these courses: 206, 207, 211, 212, 213, or 214. Any two of these courses may be counted toward the major.

Occasionally, the prerequisite is waived for a specific upper division course, and this information will appear in all official course lists. The prerequisite may also be waived by the Director of the Major for transfer students who have completed equivalent courses elsewhere or who present equivalent experience. Instructors may waive the prerequisite for students in self-designed majors, for majors in interdisciplinary programs and for students in Colleges III and IV.

Special Topics courses (481-2) and Comparative Novelist courses (424-5) may be taken more than once for both University credit and credit toward the major. Creative writing courses, EN300-301, may be repeated but only by majors in creative writing (See below). Humanities courses in literature taught by English faculty and Theater Arts 251 and 252 may be counted toward the major. Literature courses offered by the foreign language departments, however, cannot count. Majors enrolled in the Teacher Certification Program may count six of their nine credits for the TCP seminar and practice teaching toward the major (the equivalent of two advanced courses).

For the English Major in Creative Writing, four semesters of Creative Writing are required, one of which must be Creative Writing Workshop. Students wishing to take more than one Creative Writing course per term must receive permission of the Creative Writing Committee. Majors in Creative Writing must also fulfill the normal requirements for the English major. English majors who are not Creative Writing majors will be allowed to take Creative Writing courses.

Special Programs: As noted, the department participates in the Teacher Certification Program. In addition, the department offers an Honors Program in English, a two semester program for a small number of seniors whose work in English has been outstanding. Minimum requirements for admission are a 3.0 overall cumulative average, a 3.0 average in English, and recommendations to the English Honors Committee from faculty members acquainted with the applicant's work. Admission is by invitation only, but inquiries may be made to the Director of the Major. Majors may also petition the department to undertake Independent Study in a specialized subject not available in the regular course offering. Independent Study in Advanced Composition and Tutorial is also available by special arrangement for highly qualified juniors and seniors who wish to work closely as a teaching intern with a member of the freshman English faculty. Students are permitted, however, to take no more than one semester of Independent Study of whatever kind.

Transfer students may count toward the major requirement no more than five English courses taken elsewhere; such courses must have received a grade of C or better and must be beyond the Freshman level. Students needing advice as to how to classify and count such courses should consult the Director of the Major.

These requirements for graduation with an English major shall be in effect for the classes of 1977, 1978, and 1979. Members of the entering freshman class (Fall '76), members of subsequent classes, and transfer students entering in Fall '77 and subsequent semesters should consult the English Major's Handbook, published at each pre-registration period, or members of the English Department, for information about new requirements for the major.

Engl 010 Freshman English
Intensive work on fundamentals of grammar, punctuation and rhetoric. Continuous practice in writing and in revising. Restricted to students advised to take this course by the director of freshman English. This course does not count toward the college writing requirement.
3 Lect Hrs 4 Credits
Staff

Engl 100 Intensive Workshop in English as a Second Language
This course is given during the summer semester. It includes intensive work in grammar, oral/aural skills, reading comprehension and composition. The course runs for a minimum of 8 weeks and meets daily, Monday through Thursday, for 1 ½ hours each day. It is open to incoming freshmen and transfer students.
6 Lect Hrs 4 Credits
ESL Staff

Engl 100A Oral/Aural Skills for Students of English as a Second Language
This course integrates the companion processes of speaking - oral production - and listening - aural comprehension - to develop communicative competencies necessary to function in the educational and social environment of the urban university. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
3 Lect Hrs 2 Credits
ESL Staff

Engl 100B Reading Comprehension for Students of English as a Second Language
This course is designed to improve the student's ability to comprehend textbooks and other material appropriate to university-level studies. Emphasis is on building vocabulary and comprehending sophisticated syntactic structures. Students are enrolled in the course after having taken the diagostic test administered by the ESL staff. Must be taken in the same semester with 100C.
3 Lect Hrs 2 Credits
ESL Staff

Engl 100C Fundamentals of English Grammar for ESL Students
This course is a review of the fundamental grammatical principles ot English. Emphasis is on spoken English with written reinforcement ot oral patterns. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff. Must be taken in the same semester with 100B.
3 Lect Hrs 2 Credits
ESL Staff

Engl 101 Freshman English I
Practice in writing on various kinds of topics chosen to develop students' confidence and ability as writers. Readings and materials will vary from section to section, but all sections require a minimum of eight papers.
3 Lect Hrs 4 Credits
Staff

Engl 102 Freshman English II
Practice in writing on kinds of topics often encountered in college courses. Readings and materials will vary from section to section, but all sections require a minimum ot seven papers. Prerequisite: English 101 or equivalent.
3 Lect Hrs 4 Credits
Staff

Engl 201 Origins of the Modern Period
Readings primarily in the major literature ot the nineteenth century in a variety ot genres. Works by such authors as Blake, Wordsworth, Thoreau, Melville, Dickens, Dostoevsky, Ibsen, and Chekhov. Special attention to writing
3 Lect Hrs 4 Credits
Statt

Engl 202 Masterpieces of Twentieth Century Literature
Readings primarily in the major literature of the twentieth century in a variety of genres. Works by such authors as Yeats, Eliot, Joyce, Faulkner, Mann, Gide, Lawrence, Brecht, and Beckett. Special attention to writing.
3 Lect Hrs 4 Credits
Statt

Engl 203 Introduction to Shakespeare
A one-semester introduction to Shakespeare's art through the study of a representative group ot his plays. Special attention to writing.
3 Lect Hrs 4 Credits
Staff

Engl 204 Practical Criticism
Close reading of a limited number of works as an introduction to literary studies. Special attention to writing.
3 Lect Hrs 4 Credits
Staff

Engl 205 Women and Men in Nineteenth Century Literature
A study of men and women and their relationships in 19th century literature, mainly British, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereotypes and the social position of men and women as these are treated in popular culture and serious literary works.
3 Lect Hrs 4 Credits
Ms. Hunt

Engl 206 Introduction to Literary Study
An introduction to English literature with the emphasis on a few writers such as Chaucer, Shakespeare, Milton, Donne and Swift. Some attention to writing. Four papers per semester.
3 Lect Hrs 4 Credits
Staff

Engl 207 Introduction to Literary Study
An introduction to English literature with the emphasis on a tew writers such as Austen, Tennyson, Keats, Dickens, and Yeats. Some attention to writing. Four papers per semester.
3 Lect Hrs 4 Credits
Statt

Engl 210 Introduction to Creative Writing
An introduction to the methods and art of creative writing in fiction, poetry, and drama, for students who are seriously interested in but not necessarily experienced in creative writing. Degree ot emphasis on the various genres ditters trom section to section.
3 Lect Hrs 4 Credits
Creative Writing Staff

Engl 211 The Nature of Literature: Emphasis on Poetry
An introduction to the various critical approaches to the understanding and appreciation of poetry. Techniques of close reading with special attention to poetic language and poetic torms as well as the writing of critical and interpretive papers.
3 Lect Hrs 4 Credits
Staff

Engl 212 The Nature of Literature: Emphasis on Drama
An introduction to the various critical approaches to the understanding and appreciation of drama. Techniques of close reading with special attention to the language and form of drama as well as the writing of critical and interpretive papers.
3 Lect Hrs 4 Credits
Staff

Engl 213 The Nature of Literature: Emphasis on Fiction
An introduction to the various critical approaches to the understanding and appreciation of tiction. Techniques of close reading with special attention to the language and form of fiction as well as the writing of critical and interpretive papers.
3 Lect Hrs 4 Credits
Statt

Engl 214 The Nature of Literature: Emphasis on Practical Criticism
Methods, aims, and practical aspects of studying literature; the reading process; writing of critical and interpretive papers; the organization of literary study by theme, mode, form and genre, historical epoch, and author.
3 Lect Hrs 4 Credits
Staff

Engl 218 Black Literature in America
A survey of works by black Americans with attention to the interaction of musical, oral and literary forms in black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, Brooks and others.
3 Lect Hrs 4 Credits
Ms. Brown (Shariat), Ms. Davis, Ms. Truesdell

Engl 240 Intermediate Composition
A composition course offering continued practice in expository and argumentative writing. The emphasis will be on the development ot rhetorical concepts - detinition, exemplification, comparison, etc. - for both analytic and compositional purposes, for both critical reading and the organization and development of papers. Readings will be short, complex passages representative ot the kinds of discourse met in college classes and texts.
3 Lect Hrs 4 Credits
Ms. Berthott, Ms. Horton, Mr. Nelson

Engl 250 Introduction to British Literature I
A survey of major English writers trom the Middle Ages to the 18th century, including such authors as Chaucer, Milton, Switt, and Pope.
3 Lect Hrs 4 Credits
Staff

Engl 251 Introduction to British Literature II
A survey of the major English writers from the 18th century to the 20th century. Emphasizes poetry, some prose documents, and several major novels.
3 Lect Hrs 4 Credits
Staff

Engl 252 Introduction to Literature in America I
Major periods, themes, and styles of American literature from the Puritans through the Civil War. Writers such as Bradford, Mather, Franklin, Hawthorne, Melville, Thoreau, Emerson and Whitman.
3 Lect Hrs 4 Credits
Staff

Engl 253 Introduction to LIterature in America II
Major periods, themes and styles of American literature since the end of the Civil War. Major writers such as Twain, James, Fitzgerald, Hemingway, Frost and Eliot.
3 Lect Hrs 4 Credits
Staff

Engl 259 English Drama I
A survey of the development of the drama in English from its medieval origins to the closing of the theaters in 1642. Emphasis on medieval mysteries, moralities, and interludes and on the contemporaries of Shakespeare, including Marlowe, Ben Johnson, Webster, Ford, Kyd, Greene, and Marston.
3 Lect Hrs 4 Credits
Staff

Engl 260 Forms of English and American Drama Since 1660
Consideration of drama in English since 1660, with reference to earlier dramatic forms and European works where appropriate. Special attention to the variety of techniques uniquely available to the dramatist.
3 Lect Hrs 4 Credits
Staff

Engl 280 Teaching Composition to ESL Students
For prospective teachers and tutors. Introduction to the problems presented by students for whom English is a second language. Concentrates primarily upon the correction of errors in written work and the ways to avoid and prevent such errors. Students will plan one sample lesson and participate in tutorial sessions based on actual classroom situations.
1½ Lect Hrs for 8 Weeks 1 Credit
Ms. Lezberg, Ms. Fasten

Engl 281 The Teaching of Writing
Exposure to a wide range of ideas on the teaching of writing; analysis and discussion of a number of methods and approaches; and training, through group discussion of sample papers and some role-play, in how to use them.
1½ Lect Hrs for 8 Weeks 1 Credit
Ms. Feinberg

Engl 300 Creative Writing I
Techniques and forms of fiction and poetry. Classroom discussion of student manuscripts and frequent conferences.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Collins, Mr. Frederick, Mr. Marvin, Mr Richer, Ms. Veenendaal

Engl 301 Creative Writing II
Techniques and forms of fiction and poetry. Discussion of student manuscripts and frequent conferences.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Collins, Mr Frederick, Mr. Marvin, Mr Richer, Ms. Veenendaal

Engl 302 Advanced Composition: Theory and Practice
Improvement of practical writing skills, exercises in such modes as description, narration, and exposition, to develop analytic and argumentative capacities. Sections vary in emphasis from experimental writing and the composing process, to writing for pre-law students, to techniques of the new journalism, to techniques of research for long papers.
Prerequisite: English 240 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Berthoff, Ms. Ferguson, Mr. Gay, Ms. Mendillo

Engl 303 Creative Writing Workshop I
The structuring of chapters of a short novel, the thematic relationships in a series of stories or poems, and development of style and point of view.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Creative Writing Staff

Engl 304 Creative Writing Workshop II
The structuring of chapters of a short novel, the thematic relationships in a series of stories or poems, and development of style and point of view.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Creative Writing Staff

Engl 310 The Medieval Period
The concerns and techniques of Old and Middle English writers including the Beowulf and Gawain poets, the Wakefield Dramatist, Gower, Langland, Chaucer, and Malory.
3 Lect Hrs 3 Credits
Ms. McAlpine, Ms. Mendillo, Ms. Shaner, Ms. Ferguson

Engl 312 The Renaissance
Major works of literature in the English Renaissance; major authors such as More, Marlowe, Spenser, Shakespeare, Jonson, Donne & Milton. Supplementary readings in Renaissance criticism.
3 Lect Hrs 3 Credits
Mr Divver, Mr. Slover, Mr Smith, Mr. Morahan

Engl 314 The Neo-Classical Period
The chief intellectual and social currents of the English Restoration and 18th century, and of the works of such writers as Dryden, Swift, Pope, Defoe, Fielding, Johnson, and Burke.
3 Lect Hrs 3 Credits
Mr. Blair, Mr. Knight

Engl 315 The Romantic Period
The literature and leading ideas of English Romanticism, with special emphasis on the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley
3 Lect Hrs 3 Credits
Mr. Hart, Mr Broderick, Ms. McGavran

Engl 318 The Victorian Age
Readings in such authors as Carlyle, Tennyson, Dickens, Browning, Newman, Arnold, Hopkins, and Pater, whose work will be studied in the context of the literary, intellectual, and social history of the Victorian Age.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Lyons, Mr. Ryan

Engl 320 American Romanticism
The growing importance of symbol and ideal in the period from 1836 to 1855. Emphasis on romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge school and the minor transcendentalists.
3 Lect Hrs 3 Credits
Mr. Gittleman, Mr. Katz, Mr. Tribble, Mr. O'Connell

Engl 322 The Rise of American Realism
The emergence of realism in the fiction of Twain, James and Howells, and its development into the naturalism of Norris, Crane, Dreiser.
3 Lect Hrs 3 Credits
Mr. Gittleman, Mr Katz, Mr. Tribble, Mr. O'Connell

Engl 324 The Modern Period
Readings in such writers as Eliot, Hemingway, Lawrence, Joyce, Faulkner, Auden, Thomas, Lowell, Yeats, Stevens, and Lessing.
3 Lect Hrs 3 Credits
Mr. Stock, Mr. Nelson, Ms. Warren

Engl 325 Twentieth Century Literary Criticism
An introduction to trends and issues in twentieth century literary criticism with attention to both theoretical and practical concerns. Such topics as the mythic, psychological, structuralist, formalist and sociological approaches, and such issues as the nature of literary change, the idea of technique as discovery, and the function of literature in society and for the individual.
3 Lect Hrs 3 Credits
Mr. Smith

Engl 330 History of the English Language
Development of the English language from its beginnings to the present; concepts and techniques of descriptive and historical linguistics.
3 Lect Hrs 3 Credits
Mr. Bowen, Mr. Divver, Ms. Ferguson, Ms. Shaner

Engl 332 Old English Language and Literature
The language and literature of England, 449 to 1150. The course will give students a reading knowledge of the language and an introduction to major literary forms.
3 Lect Hrs 3 Credits
Ms. Ferguson

Engl 338 Black Poetry
Critical and historical survey of black poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on contemporary black arts movement; relationships between black poetry and black music. Black social and political thought.
Prerequisite: Blk Sty 100, English 218 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Brown (Shariat)

Engl 350 Early Celtic Literature in Translation
The mythological and heroic literature of Ireland and Wales in its cultural context, from the earliest written sources through the later Middle Ages.
3 Lect Hrs 3 Credits
Mr. Bowen

Engl 352 Chaucer
The Canterbury Tales and selected minor works.
3 Lect Hrs 3 Credits
Ms. McAlpine, Ms. Shaner

Engl 355 Medieval Lyric and Ballad
Medieval popular verse beginning with medieval Latin lyrics and student songs in translation and moving through Middle English lyrics to the ballad.
3 Lect Hrs 3 Credits
Ms. Shaner

Engl 360 Renaissance Poetry
The poetry of Spenser, Sidney, Shakespeare, Marlowe, and others.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Morahan, Mr. Smith

Engl 361 Shakespeare's Plays (I): A Survey
A lecture course on Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career in the theatre. As the first half of a year-long inquiry into the plays, the course emphasizes critical interpretations of individual plays, but it attempts as well to review certain recurring issues in the understanding of Shakespeare's dramatic art in general: theatre history and theatre conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs 3 Credits
Mr. Bluestone, Ms. Bunselmeyer, Mr. Finkelpearl, Mr. Morahan, Mr. Slover

Engl 362 Shakespeare's Plays (II): A Survey
A lecture course on Shakespeare's problem plays, major tragedies and late romances. As the second half of a year-long inquiry into the plays, the course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespeare's plays, such as those in Shakespeare I. But Shakespeare II may be elected without such experience.
3 Lect Hrs 3 Credits
Mr. Bluestone, Ms. Bunselmeyer, Mr. Finkelpearl, Mr. Morahan, Mr. Slover

Engl 363 Elizabethan and Stuart Drama
A critical survey of major plays by Shakespeare's contemporaries.
3 Lect Hrs 3 Credits
Ms. Bunselmeyer, Mr. Slover, Mr. Finkelpearl, Mr. Sweeney

Engl 364 Donne and His Contemporaries
Divergent traditions in 17th century poetry, with emphasis on the schools of Donne and Jonson. Poets include Donne, Herbert, Vaughan, Marvell, Jonson, Herrick, Waller and Carew.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Finkelpearl, Mr. Smith

Engl 366 Milton
The major poetry and prose of John Milton. An intensive reading of *Paradise Lost*.
3 Lect Hrs 3 Credits
Mr. Smith, Mr. Morahan

Engl 368 English Epic Poetry
A study of the epic and mock-epic tradition in English poetry from the Renaissance to the Romantic period. Some attention to oral roots of epic and to the history and theory of the genre, with close reading of three or four long poems chosen from the work of Spenser, Milton, Dryden, Pope, and Wordsworth.
3 Lect Hrs 3 Credits
Mr. Crossley

Engl 370 Colonial American Literature
The literature and thought of the 17th and 18th centuries in America, focused to provide a background for later intellectual and literary developments.
3 Lect Hrs 3 Credits
Mr. Gittleman

Engl 371 Eighteenth Century English Fiction
The emergence of the novel and its formal characteristics and social concerns in the works of such early masters as Defoe, Richardson, Fielding, Sterne, and Austen, and in the gothic and radical novelists.
3 Lect Hrs 3 Credits
Mr. Blair, Mr. Knight, Mr. Crossley, Mr. Gay

Engl 380 Blake
Readings in lyrics and prophecies of William Blake.
3 Lect Hrs 3 Credits
Mr. Divver, Mr. Schreiber, Mr. Morahan

Engl 381 Nineteenth-Century English Prose Fiction
Major novelists of the 19th century, such as Austen, the Brontës, Dickens, Thackeray, George Eliot, and Hardy.
3 Lect Hrs 3 Credits
Mr. Hart, Mr. Webb

Engl 384 Industrialism in 19th Century Literature
Industrialism reflected in English literature from 1760 to 1854. Consideration of authors such as Austen, Blake, Bronte, Gaskell, and Dickens.
3 Lect Hrs 3 Credits
Mr. Webb

Engl 387 Victorian Poetry
Selected works by Tennyson, Browning, Arnold, Hopkins, and Hardy.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Ryan, Mr. Lyons

Engl 389 Black Women Writers
Prose, poetry and criticism by black women from the eighteenth century to the present. Slave narratives, colonial and abolitionist poetry, novels from the Harlem Renaissance. Works by Brooks, Margaret Walker, Sanchez, Bambara and others.
3 Lect Hrs 3 Credits
Ms. Truesdall, Ms. Brown (Shariat)

Engl 390 The Black Presence in American Literature
Nineteenth and twentieth-century literary texts by black and white writers who wrote with a significant consciousness of black people in American society.
3 Lect Hrs 3 Credits
Mr. Gittleman, Ms. Brown (Shariat), Ms. Truesdell, Ms. Davis

Engl 391 Autobiography in America
The major autobiographical works, from colonial to modern times, by such writers as Edwards, Franklin, Thoreau, James, Adams, Fitzgerald, Malcolm X, and Mailer.
3 Lect Hrs 3 Credits
Mr. Gittleman

Engl 394 A Critical Decade in American Literature
Major and representative works of an important ten-year period. Emphasis on ways in which styles and themes cohere and on the relationship of history and literature. Decade studied is announced each term during pre-registration.
3 Lect Hrs 3 Credits
Mr. O'Connell, Ms. Davis

Engl 396 Literature of the American South
Selected readings in the literary Renaissance of the modern American South from 1920 to the present, including such writers as Faulkner, Warren, Ransom, Tate, Welty, Porter, Styron, and O'Connor. Study of the fiction, poetry and criticism, with emphasis on the fiction.
3 Lect Hrs 3 Credits
Mr. Ryan

Engl 398 American Detective Fiction
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross, MacDonald and others. Films will be shown.
Prerequisite: English 101, 102.
3 Lect Hrs 3 Credits
Mr. Grove

Engl 400 Modern American Poetry
Major trends and figures in 20th century American poetry, from the imagist movement and the founding of modernist poetry in 1912 to 1945. Emphasis on Frost, Eliot, Pound, Williams, Stevens.
3 Lect Hrs 3 Credits
Ms. Collins, Mr. Helms

Engl 401 Modern British Poetry
British poetry from 1914 to present: poets of the first World War - Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties - Auden, Spender, MacNeice; poets writing from 1945 to the present - MacDiarmid, Larkin, Ted Hughes, Jon Silken, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs 3 Credits
Mr. Webb

Engl 402 Modern American Fiction
Major American novelists from about 1890 to 1950. The art of such writers as Crane, Dreiser, Wharton, Dos Passos, Hemingway, Fitzgerald, Faulkner, West, Baldwin and Bellow.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Stock

Engl 403 Modern Drama
A study of British and American drama in the first half of the 20th century, including the works in translation of influential foreign playwrights. Attention to the literary themes, forms, and styles of modern drama, and to aspects of drama in performance. Work by such authors as Ibsen, Chekhov, Shaw, O'Neil, Odets, Beckett, Brecht, Miller and others.
3 Lect Hrs 3 Credits
Ms. Horton, Mr. Babcock

Engl 405 Irish Literature
Leading figures of the Irish Renaissance, with special emphasis on Joyce, Yeats, Synge, and O'Casey.
3 Lect Hrs 3 Credits
Ms. Curran

Engl 407 Modern British Novel
The British novel from Joseph Conrad to Anthony Burgess, with stops along the way for Lawrence, Woolf, Forster, Cary, Waugh, Greene, Murdoch, and Lessing
3 Lect Hrs 3 Credits
Mr. Lyons, Ms. Bershtel, Mr. O'Connell

Engl 408 Contemporary American Poetry
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, and Merwin. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
Prerequisite: 1 poetry course.
3 Lect Hrs 3 Credits
Mr. Helms

Engl 409 Jewish-American Literature
An exploration of literature growing out of the massive immigration of east European Jews to the United States in the late nineteenth and early twentieth centuries: fiction, memoir, journalism, other forms. Consideration of the east European communities from which the immigrants came, and of parallels in some contemporary Jewish writers of themes of the immigrant generation.
3 Lect Hrs 3 Credits
Ms. Feinberg

Engl 412 Contemporary American Fiction
A survey of American fiction since 1950. Works by Baldwin, Bellow, Betts, Gaines, Kelley, Mailer, Malamud, Oates, Olsen, Perey, Reed, Updike, Vonnegut, Wright, and others.
3 Lect Hrs 3 Credits
Ms. Davis, Mr. O'Connell

Engl 420 Yeats
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs 3 Credits
Ms. Curran, Mr. Divver, Mr. Morahan

Engl 421 Henry James
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs 3 Credits
Mr. O'Connell, Ms. Collins

Engl 422 Faulkner
Faulkner's fiction studied as a major saga of modern man.
3 Lect Hrs 3 Credits
Ms. Davis, Mr. Tribble

Engl 423 Fitzgerald and Hemingway
Representative texts by Fitzgerald and Hemingway, their aesthetic achievement and their biographical and historical settings.
3 Lect Hrs 3 Credits
Mr. Frederick, Mr. Divver

Engl 424 Comparative Readings in Two Novelists
Comparative readings in the works of major writers of English and American fiction whose novels have social and thematic affinities or present interesting problems of contrast and difference. Pairs of novelists, such as Jane Austen and Charles Dickens, Nathaniel Hawthorne and Herman Melville, and Thomas Hardy and D.H. Lawrence, will vary from semester to semester.
3 Lect Hrs 3 Credits
Staff

Engl 425 Comparative Readings in Two Novelists
Comparative readings in the works of major writers of English and American fiction whose novels have social and thematic affinities or present interesting problems of contrast and difference. Pairs of novelists, such as Jane Austen and Charles Dickens, Nathaniel Hawthorne and Herman Melville, and Thomas Hardy and D.H. Lawrence, will vary from semester to semester.
3 Lect Hrs 3 Credits
Staff

Engl 440 Contemporary Women Poets
Poetry by contemporary women writers, with some attention to earlier writers and to relevant historical, sociological, and psychological materials.
3 Lect Hrs 3 Credits
Ms. Collins, Ms. Veenendaal

Engl 441 The Adolescent in Literature
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, and Sagan.
3 Lect Hrs 3 Credits
Mr. Broderick, Mr. Grove, Ms. Veenedaal

Engl 442 Satire
Consideration of the nature and function of satire and of its relation to intellectual attitudes and problems, to social criticism, and to various literary forms. Reading and discussion of a range of major satirical works.
3 Lect Hrs 3 Credits
Mr. Blair, Mr. Knight

Engl 443 Narrative in the Novel and Film
The nature of narrative as revealed through a comparative study of selected novels and films. Attention to artists' use of sequence, imagery, point of view, and other aspects of technique.
3 Lect Hrs 3 Credits
Ms. Dittmar

Engl 444 Principles and Methods of Literary Criticism
The leading principles and methods of western literary criticism considered in their historical contexts and in reference to modern literary thought.
3 Lect Hrs 3 Credits
Mr. Marks

Engl 448 Language and Literature
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language; basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
3 Lect Hrs 3 Credits
Ms. Berthoff, Mr Divver

Engl 478 Independent Study I
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with director of the major.
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 3 Credits
Staff

Engl 479 Independent Study II
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject. One ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with director of the major.
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 3 Credits
Staff

Engl 481 Selected Topics in English and American Literature
Various experimental courses in literature and related topics are offered, normally just once, under this rubric. Current topics are announced each semester during the pre-registration period.
3 Lect Hrs 3 Credits
Staff

Engl 482 Selected Topics in English and American Literature
Various experimental courses in literature and related topics are offered, normally just once, under this rubric. Current topics are announced each semester during the pre-registration period.
3 Lect Hrs 3 Credits
Staff

Engl 488 Senior Seminar I
Classes, limited to fifteen students, undertake in-depth study and discussion of advanced topics in British and American literature. Seminars offered according to interest and demand; qualified students are invited to propose topics. Specific seminars are announced during pre-registration period.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Engl 489 Senior Seminar II
Classes, limited to fifteen students, undertake in-depth study and discussion of advanced topics in British and American literature. Seminars offered according to interest and demand; qualified students are invited to propose topics. Specific seminars are announced during pre-registration period
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Engl 498 Honors Work I
An intensive program of individual study planned with a faculty honors advisor who will provide counsel and direction as needed and desired. In the first semester, the student will undertake a special project or a program of wide reading in areas not adequately covered by the student's courses and independent study. Successful completion of the first semester may require a final oral exam administered by the honors board and the advisor, and is a prerequisite for continuance in the second semester.
Prerequisite: For Honors I, Senior standing, 3.0 overall and major average, and permission of honors committee.
Tutorial Hrs by Arrgt 3 Credits
Staff

Engl 499 Honors Work II
An intensive program of individual study planned with a faculty honors advisor who will provide counsel and direction as needed and desired. The second semester focuses on an honors paper, arising from study during the first semester, written with the approval and under the supervision of the honors advisor. Departmental honors will be awarded on the basis of both semesters of work, the oral exam, and the evaluation of the honors paper by the honors board.
Prerequisite: For Honors II, Distinction in Honors I, and permission of the honors committee.
Tutorial Hrs by Arrgt 3 Credits
Staff

Engl 586 Curriculum and Methods Student Teaching - English
The issues and principles of the learning and teaching of secondary school composition, literature, and language. Supervision and critique of practice teaching in the schools.
Prerequisite: Admission to Teacher Certification Program
3 Lect Hrs, 20 Lab Hrs (Practice Teaching) 9 Credits
Ms. Feinberg

French

Brian Thompson, Associate Professor, Chairperson; Professors Jean Collignon, John MacCombie, Michel Philip; Associate Professors Alfred Proulx, Gerald C. Volpe; Assistant Professors Rose Abendstern, Marcelle Altieri, John Anzalone, Jeanne Ambrose-Grillet, Mary Lee Evans Kimball, Nancy Piore, Suzanne Relyea, Monique Stern; Instructors Jacques Leroy, Marilyn Sorenson; Lecturer Cecile Brault.

Requirements for Graduation
French majors may choose among several options. Three courses are required of all majors: French 301, 302, and 303, which students are urged to elect in their sophomore year. The remaining minimum of 21 credits at the junior-senior level must include 3 credits in either an advanced language course in French or an advanced civilization course in French, plus 3 credits in each of three different periods of French literature. Beyond these general distribution requirements, students may concentrate their course work on literature, civilization, advanced language, or translation.

The department offers an advanced certificate in translation as well as a concentration leading to a certificate (see "Program in Translation" for a description of the program).

Students participating in the departmental TCP Program may count six credits out of the nine earned in the program toward fulfilling major requirements. Moreover, they are urged to take, if at all possible, at least three additional credits in French civilization.

Honors Thesis: A student may receive 6 credits toward the total 30 major credits for acceptable work on an honors thesis written in French under the direction of an advisor from the French faculty. See department chairperson.

It is strongly recommended that French majors elect the following: 1) at least two years of course work in a second foreign language; 2) two semesters of French History or one semester of French History and one semester either of French Music or French Art.

At the end of the senior year, majors should take a comprehensive oral exam in French, covering three specific fields of French literature and culture (the fields to be chosen by the student), to be eligible for one of the French department prizes.

It is recommended that students — particularly those planning to teach — take the educational testing service (ETS) language proficiency exams in the Spring of their senior year.

French 101 Elementary French I
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Ambrose-Grillet and Staff

French 102 Elementary French II
A continuation of French 101. Intensive practice in the four language skills, with an audio-lingual approach, for students who have completed French 101 or its equivalent.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Ms. Ambrose-Grillet and Staff

French 103 Beginning French for Reading Knowledge
This course is designed specifically for rapid acquisition of ability to read French texts in the original language. Both literary and non-literary texts will be used. All discussions, papers and examinations will be in English. Only students with no creditable training in French language will be admitted. This course does not fulfill any part of the language requirement.
3 Lect Hrs 4 Credits
Ms. Sorenson

French 115 Basic Oral French
Intensive oral practice and drill of basic linguistic patterns in French for students who have had training in reading and writing French but little or no aural-oral work, or who need to improve their oral skills to qualify for intermediate French. Students from the 101-102 sequence may not take this course for credit. Students completing 115 would normally continue with 201 or 202. The student, if his knowledge permits, may continue with French 301.
Prerequisite: Background in the language and placement exam.
See Department.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Thompson and Staff

French 125 Intensive French I
Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature, for students with no creditable previous training in French who intend to continue their study of French language and literature at an advanced level. Students completing this course satisfactorily will be allowed to enter directly into courses at the 200 level and above.
(Equivalent to one year of elementary French)
Prerequisite: Minimum score of 600 on the SAT verbal or high upper-class course average.
8 Lect Hrs, 2 Lab Hrs 8 Credits
Ms. Relyea and Staff

French 150 French Semester
Elementary and intermediate French in one semester, for students with no previous creditable training in French who wish to acquire rapidly a high degree of competency in written and spoken French. In addition to classroom contact, there will be special films, slide showings, French dining table, in an effort to bring the student as close as possible to an experience of total immersion.
Fulfills the language requirement.
Prerequisite: No previous creditable training in French, and departmental permission.
16 Lect Hrs, 4 Lab Hrs, along with 4 Hrs of Language Lab Drill 16 Credits
Ms. Sorenson, Mr. MacCombie

French 201 Intermediate French I
Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in French literature.
Prerequisite: French 102 or equivalent.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

French 202 Intermediate French II
Continuation of French 201. Intermediate-level readings in French literature or culture.
Prerequisite: French 201 or equivalent.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff
This course may be used to fulfill the second semester of intermediate-level language requirement.

French 203 Intermediate French III
Readings in French on contemporary France and French-speaking cultures — newspapers — politics, current events, reviews of art and musical events, among others — magazines, cultural texts — as distinct from purely literary texts —, with discussion in French. Fulfills second semester of intermediate level language requirement.
Prerequisite: French 115, or French 201 or equivalent.
4 Lect Hrs 4 Credits
Staff
This course may be used to fulfill the second semester of intermediate-level language requirement.

French 204 Intermediate French for Reading Knowledge
This course is designed to perfect the student's reading knowledge of French so that he can read in a wide range of disciplines with accuracy and speed. Texts will be chosen from French newspapers and magazines, works dealing with contemporary subjects — e.g. Lacouture's biographies —, and short stories by contemporary authors. Discussions papers and examinations will be in English. This course may fulfill the second semester of intermediate level language requirement.
Prerequisite: French 103, 115, 201 or 3 years of high school French or the equivalent.
3 Lect Hrs 4 Credits
Staff
This course may be used to fulfill the second semester of intermediate-level language requirement.

French 214 Advanced Readings in French Culture
This course is designed for students who have a solid command of French for reading. It permits them to use their knowledge in the discussion and study of various aspects of the French-speaking world, based on texts written in French and including topics such as the arts, politics, urbanism, ecology, women's rights. All discussions, papers and exams will be in English. May fulfill second semester of intermediate language requirement.
Prerequisite: French 202, 203, 204 or permission of instructor.
3 Lect Hrs 3 Credits
Staff
This course may be used to fulfill the second semester of intermediate-level language requirement

French 215 Advanced Readings in French Literature
Designed for students who read French with speed and accuracy, this course treats various aspects of French literature — the tradition of French poetry, French-language, African and American literatures, survey of French masterpieces, among others. Topics will vary from semester to semester. Readings will be in French. All discussions, papers and exams will be in English. May fulfill second semester of intermediate language requirement.
Prerequisite: French 202, 203, 204 or permission of instructor.
3 Lect Hrs 3 Credits
Staff
This course may be used to fulfill the second semester of intermediate-level language requirement.

French 226 Intensive French II (Equivalent to Year of Intermediate French)
Intensive work in the four language skills with concentration on an audio-lingual approach and an introduction to literature. Students completing this course satisfactorily will be allowed to enter directly into courses at the 300 level and above.
Prerequisite: Departmental permission.
8 Lect Hrs, 2 Lab Hrs 8 Credits
Ms. Relyea and Staff

French 240 French Conversation
Daily practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisite: French 202 or equivalent and permission of instructor.
3 Lect Hrs 4 Credits
Mr. Thompson and Staff

French 262 Contemporary French Theatre
Some of the masterpieces of French theatre from Giraudoux to the Theatre of the Absurd. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Collignon

French 264 French Existential Literature
Major works by Camus, Sartre, Beauvoir, Cèline, Malraux. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx, Mr. Thompson

French 265 Masterpieces of French Literature
Selected major texts from the Middle Ages to the end of the nineteenth century. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 266 The French Cinema
Thematic and formal trends in the French cinema, in the context of relevant developments in literary, cultural and political history. Films by Vigo, Bunuel, Renoir, Clair, Dulac, Cocteau, Resnais, Carne, Truffaut, Godard and Rohmer. No knowledge of French required. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Anzalone

French 267 Nature and Structure of French Comedy
Eight French plays, 17th through 20th century, two classical comedies and some readings in theory and criticism. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Ms. Relyea

French 271 The Feminine Presence in French Literature
Selected literary texts from the Middle Ages to the 20th century by men and women writers whose work shows significant consciousness of the formalization of gender roles in art and society, with specific emphasis on the evolution of various feminine roles as related to social and literary context. No knowledge of French required.
English translation. May fulfill part of the language requirement
3 Lect Hrs 4 Credits
Ms. Relyea

French 300 Diction I
Drill in pronunciation and practice of diction, based on texts selected from the poetry and theatre of various periods of French literature. Emphasis on acquisition and perfecting of standard French pronunciation and intonation.
Prerequisite: Permission of instructor.
2 Drill Hrs 1 Credit
Mr. MacCombie

French 301 Traduction et Stylistique
Intensive study of grammar, stylistics and composition. Problems of idiomatic translation based on contemporary English and American texts.
Prerequisite: French 202 or equivalent or permission of instructor
3 Lect Hrs 3 Credits
Staff

French 302 Initiation à la Litterature et à la Culture Françaises — Depuis le Moyen Age jusqu'a La Fin du 17e Siecle
French literature and culture from the Middle Ages to the end of the 17th century. Selected readings from *Chanson de Roland*, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 303 Initiation a la Litterature et à la Culture Françaises — 18e et 19e Siecles
French literature and culture of the 18th and 19th centuries. Selected readings from: Diderot, Marivaux, Voltaire, Rousseau, Chateâubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or by permission of the instructor.
3 Lect Hrs 3 Credits
Staff

French 304 Colloque
Colloquium to be conducted in French on a topic chosen by a group of 5-10 students in consultation with one or two instructors of their choosing.
Prerequisite: Fluency in spoken French and permission of instructor.
2 Hrs Each Wk or 3 Hrs Each Wk for 8 Wks 1 Credit
Staff

French 320 Cours Avance de Conversation
Intensive practice in conversation on a wide variety of subjects, for students having already acquired a very solid knowledge of spoken French and who wish to continue perfecting their competency.
Prerequisite: Solid command of French and permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 334 Poetes et Chansonniers
The tradition of the chanson in France, from the medieval troubadours to modern times, with contemporary singer-composers: Brassens, Brel, Barbara, and others.
Prerequisite: French 201-202 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Thompson

French 360 Nineteenth Century French Novel in Translation
Readings and discussion of major novels of the period from Madame De Stael, Stendhal, Hugo, Balzac, to Flaubert, Zola, Bourget and Huysmans. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 361 Modern French Novel in Translation, 1900-1935
Works by Proust, Cocteau, Gide, Saint-Exupery and Malraux. Readings in English; no knowledge of French required. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx and Staff

French 362 Modern French Novel in Translation, 1935 until the Present
Works by Sartre, Camus, Mauriac, Robbe-Grillet and Genet. No knowledge of French required. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Mr. Proulx and Staff

French 363 The Black Soul and the Theatre
A comparative approach to the image of the Black man in contemporary theatre. An analytical and comparative study of various French and American plays by white and black French-speaking writers and also of American plays by white and black American writers, all of them dealing with the experience of the Black man. English translation. May fulfill part of the language requirement.
3 Lect Hrs 4 Credits
Staff

French 400 Histoire de La Langue Francaise
Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 301, 302, 303 or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Grillet

French 401 Moyen Age — Le Heros et L'Anti-Heros
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on man in revolt against or in harmony with his milieu — Roland, Lancelot, Tristan, Adam, Reynard the Fox, saintly King Louis, Pathelin, Francois Villon.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Altieri

French 405 Poesie Lyrique et Didactique Medievale
A study of the origins, development and evolution of lyric poetry from the troubadours to the rhetoriqueurs with special emphasis on the themes of love and marriage and the changing image of woman. Works will be read in modern versions, but students will have the opportunity to compare the modern texts to the originals in old French.
3 Lect Hrs 3 Credits
Ms. Altieri

French 411 Theme et Version
Translation from English into French, from French into English. Analysis of the grammatical and stylistic problems of the texts involved.
Prerequisite: French 301, 302 and a course in French literature or permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 420 Renaissance — de L'Humanisme Triomphant a L'Humanisme Sceptique
The humanist gentleman, moralist, lover, and skeptic. Selections from the works of Rabelais, Ronsard, Dubellay, Montaigne, D'Aubigne.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect-Disc Hrs 3 Credits
Mr. Volpe, Mr. Anzalone

French 431 La Litterature du Dix-Septième Siecle: Theatre et Philosophes
Works from 17th century authors including Descartes, Corneille, Racine, Molière and Pascal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Relyea

French 432 La Litterature du 17e Siecle: Prose et Poesie
Works by Bossuet, Boileau, La Fontaine, Madame De LaFayette, La Rochefoucauld, Madame De Sevigne, La Bruyère.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Relyea

French 434 Imagination Baroque — Reserve Classique
Readings from 17th century French theatre, poetry, novels and philosophy structured around the two major and opposing literary trends of the period. Under Baroque, — Precieux — and — Burlesque — writers will also be studied. Authors include — Malherbe, Voiture, D'Urfe, Corneille, Scarron, Madame De LaFayette Boileau, La Fontaine.
Prerequisite: French 302 or 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Relyea

French 441 Theatre et Roman du 18 eme Siecle
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Diderot, J.J. Rousseau, Laclos, Prevost, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Stern

French 442 La Pensee Philosophique du 18e Siecle
Philosophical texts by Montesquieu, Diderot, Voltaire, Rousseau, L'Encyclopedie.
Prerequisite: French 302 or 312 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Stern

French 451 French Romanticism, Preromanticism and Poets
Chateaubriand and romantic poets including LaMartine, Hugo, Vigny, Musset, Nerval.
Prerequisite: French 302 or 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Abendstern

French 452 Roman et Theatre Romantiques
The French romantic theatre and novel through works by Hugo, Vigny, Musset, Sand, Balzac, Stendhal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Abendstern

French 455 Poesie Symboliste
Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarme.
Prerequisite: French 302 or 303 or permission of instructor
3 Lect Hrs 3 Credits
Mr. MacCombie

French 456 Poesie du 20 eme Siecle
Works by Claudel, Apollinaire, Valery, Eluard, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. MacCombie

French 464 Roman du xxe Siecle
Discussion of representative 20th century novels, by writers such as Camus, De Beauvoir, Beckett, Butor, Robbe-Grillet, Sarraute, and Duras.
Prerequisite: French 302 and 303 and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Collignon, Mr. Proulx

French 465 Theatre du xxe Siecle
Discussion of representative twentieth century plays by such dramatists as Jarry, Feydeau, Claudel, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Genet, and Beckett.
Prerequisite: French 302 and 303 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Collignon

French 468 Litterature Noire D'Expression Française
Selected prose and poetry of representative black authors in French speaking countries, focusing on the works of Senghor, Cesaire, Damas, and Camara-Laye.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Altieri

French 475 Civilisation Contemporaine
The background of contemporary France, today's France, historical, political, social, economic, cultural.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs 3 Credits
Staff

French 476 Civilisation Française I
The background of France from the Middle Ages to the end of the 17th century: historical, political, social, economic, cultural.
Prerequisite: French 302 or equivalent.
3 Lect Hrs 3 Credits
Staff

French 477 Civilisation Française II
The background of France during the 18th and 19th centuries: historical, political, social, economic, cultural.
Prerequisite: French 302 or equivalent
3 Lect Hrs 3 Credits
Staff

French 478 Independent Study
Selected research topics organized in consultation with an individual or with a small group of students.
Prerequisite: Permission of instructor and chairperson of department.
Hrs by Arrangement 3 Credits
Staff

French 479 Independent Study
Selected research topics organized in consultation with individual student or with a small group of students.
Prerequisite: Permission of instructor and chairperson of department.
Hrs by Arrangement 3 Credits
Staff

French 482 Seminaire: Existentialisme
Works by Gide, Malraux, Camus, Sartre, De Beauvoir, Beckett, and Céline as they reveal existentialist concepts and their development.
Prerequisite: French 302, 303 or discussion of instructor.
3 Lect Hrs 3 Credits
Mr. Proulx, Mr. Thompson

French 486 Seminaire: L'Art D'Ecrire
A creative writing seminar in French, poems, plays, short stories, essays. Professional criticism and discussion.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Philip, Ms. Relyea

French 487 Seminaire — Un Auteur Français Important
In-depth analysis of an author or of the major works of an author to be specified each year.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 489 Le Cinema Français
Thematic and formal trends in the French cinema, in the context of relevant developments in fiction, drama and criticism. Films by Vigo, Bunnel, Clair, Dulac, Cocteau, Carne, Chabrol, Truffaut, Godard, Resnais, and Rohmer. Students having received credit for French 266 may not take French 489 for credit, for the same course not requiring knowledge of French, see French 266.
3 Lect Hrs 3 Credits
Mr. Anzalone

French 490 Special Topics
Study of special topics varying each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

French 498 Honors Thesis in French
Independent and original investigation and study under the supervision of a faculty advisor, an oral defense of the thesis before members of the French department is required.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Staff

French 499 Honors Thesis in French
Independent and original investigation and study under the supervision of a faculty advisor. An oral defense of the thesis before members of the French department is required.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Staff

French 586 Curriculum and Methods Student Teaching — French
The issues, principles and methods of secondary school French language teaching. Supervision and critique of practice teaching.
Prerequisite: 6 hours education courses and admission to the teacher certification program.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching) 9 Credits
Mr. Anzalone

French XXX Diction II
Drill in pronunciation and practice of diction, with emphasis on acquisition and perfecting of standard French pronunciation and intonation. Based on texts studied in any one of the advanced literature courses offered by the French department. Diction II may be taken in conjunction with any of the major courses in French literature after consultation and by arrangement with the instructor. If the instructor of any given literature course does not choose himself to teach Diction II in conjunction with his course, the option will still be open to students if they can make arrangements with another member of the French faculty for him to take on the responsibility of the diction component of the course.
Prerequisite: Permission of instructor.
2 Drill Hrs 1 Credit
Staff

German

Friedrich P. Ott, Associate Professor, Chairperson; Professors Alfred Hoelzel, Robert H. Spaethling; Associate Professors Luise Bronner, Lynn F. Dhority, Ritta J. Horsley; Assistant Professors Andrew Boelcskevy, Sandra Shuman

Requirements for Graduation

A major in German consists of three main emphases.

1-A solid grounding in basic language skills as prerequisite to upper level work (Ger. 201, 202, 205 and 206).

2-Intensive work on the upper level in small seminar groups which are conducted entirely in German and which stress reading comprehension and composition.

3-Weekly tutorial meetings in small groups of 3-5 for sophomores, juniors and seniors. Focus is on oral discussion.

Lower level prerequisites
Ger. 201, 205 followed by 202, 206 taken in sophomore year.

Upper level requirements
Ger. 220, 221
320, 321
390, 391
420
490

Four additional literature courses
In addition — His. 227, 228
or — Ger. 250, 251

Total upper level credits required: 35

The German Department offers the courses necessary for certification in the Translation Program.

Departmental Honors

For graduation with honors in German, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded on the basis of 1) their overall performance in their major courses and 2) on their work in independent study.

German 101 Elementary German
For students with no creditable training in German. Work in the four language skills with particular emphasis on listening and reading comprehension.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

German 102 Elementary German
Continuation of German 101. Work in the four language skills with particular emphasis on listening and reading comprehension.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

German 115 Intensive German
A multi-media approach, with concentration on listening and reading comprehension. Open to students with no previous creditable knowledge in German. Good aptitude for learning foreign language is essential. Upon completion, students may enter German 201 and, in special instances, 202.
Prerequisite: Permission of instructor.
8 Lect Hrs, 3 Lab Hrs 8 Credits
Ms. Horsley, Mr. Ott

German 201 Intermediate German for Reading I
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of humanities, natural and social sciences.
Prerequisite: German 102 or equivalent.
4 Lect Hrs 4 Credits
Staff

German 202 Intermediate German for Reading II
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of humanities, natural and social sciences.
Prerequisite: German 201 or equivalent.
4 Lect Hrs 4 Credits
Staff

German 205 Audio-Lingual Intermediate German
Designed for students who want more than a reading knowledge of German. Considerable attention will be given to the oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
4 Lect Hrs 4 Credits
Staff

German 206 Audio-Lingual Intermediate German
A continuation of German 205. Designed for students who want more than a reading knowledge of German. In addition to a thorough grammar review and new vocabulary building, considerable attention will be given to oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
4 Lect Hrs 4 Credits
Staff

German 220 Sophomore Tutorial
Introduction to reading literary works in German. Practice in careful reading of German texts with some attention to methods of literary analysis. Discussions in German.
Prerequisite: Reading knowledge of German or permission of instructor.
1 Lect Hr 1 Credit
Staff

German 221 Sophomore Tutorial
Introduction to reading literary works in German. Practice methods of literary analysis. Discussions in German.
Prerequisite: Reading knowledge of German or permission of instructor.
1 Lect Hr 1 Credit
Staff

German 230 Writing Workshop
Designed to help students develop writing skills within the context of a course oriented toward the study of German literature. It will be offered in translation, although alternate copies of the text in German will be made available for those students who are able to read them in the original. Students will examine three German novellas and write three 3-page papers which will be analyzed by both the instructor and by the students. The course will be conducted on a seminar-style basis, meeting two hours weekly for five weeks. The workshop will be offered twice each semester. (Check with the department for dates.)
No knowledge of German required.
Prerequisite: Permission of instructor.
5 Seminar Sessions 1 Credit
Ms. Shuman

German 244 Germanic Mythology
Norse and Teutonic literature with emphasis on the Eddas, Southern Germanic poems, the Icelandic Saga, the nature of myth, and its survival in post-pagan times. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Ott

German 250 German Civilization from the Reformation to Goethe's Death
Expressions of German life and thought in literature, philosophy and theology, in the visual arts, and in music. Broad aspects of cultural developments, such as the rise of individualism, will be discussed in their European context, whereas specific developments, such as musical techniques from Bach and Beethoven, will be considered in their more specifically German tradition. Whenever possible German and European cultural heritages will be viewed in their interrelation, as for example, the courtly period of the 12th century. Readings will range from the 12th century Germanic epic the Song of the Nibelungs to Luther's writings to Goethe's *Faust*. There will be a number of sessions devoted to the musical and visual arts. In English.
3 Lect Hrs 4 Credits
Mr. Spaethling

Engl 251 German Civilization from Romanticism to WW I
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Buchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, Hesse. Music and the visual arts will also be discussed.
3 Lect Hrs 4 Credits
Mr. Dhority

German 253 Goethe and His Age
The course will move Lessing and Kant through the periods of storm and stress and Classicism to early Romanticism covering a time span of 1750-1832. In particular the course will present the lives, thoughts and some representative works of Goethe (Egmont, Iphigenia, Hermann & Dorothea, poetry), Schiller (William Tell), Kleist (Marquise, Earthquake in Chile) as well as poetry from Holderlin and Novalis. There will be also discussion on the musical life of the period, especially the music of Mozart (Bastien, Don Giovanni, church and piano music, Symphonies 25 and 40) and Beethoven (Symphonies 3 and 5, late quartets and 'Grosse Fuge').
3 Lect Hrs 4 Credits
Mr. Spaethling

German 255 Faust-Origin, Legend and the Literary Tradition.
The Faustian tradition the historical person, the legend and its cultural implications and a four-century literary tradition. Works will include the Fausts of Marlowe, Goethe and Mann. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Hoelzel

German 260 Aspects of Modern German Literature
Selected masterpieces of modern German literature including Mann, Hesse, Kafka and Brecht. Conducted in English.
3 Lect Hrs 4 Credits
Staff

German 263 German in the 20th Century - Weimar and Nazi Culture
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in Romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, Weltbuhne, the Bauhaus group, and Nazi 'Kultur'. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Ott

German 264 Brecht and Modern Theater
Brecht's emergence as a significant force in the modern theater. An examination of his major plays and theory of the epic theater with selected readings of contemporary Euopean and American dramatists. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Boelcskevy

German 265 Hesse, Mann and the Modern Romantic Imagination
Major works of Hesse and Mann in the context of both historical and contemporary romanticism. Conducted in English.
3 Lect Hrs 4 Credits
Mr. Dhority

German 266 East Versus West in Contemporary German Literature
The emergence of the two Germanys as reflected in the works of Grass, Weiss, Uwe Johnson, Brecht and other representative writers. Conducted in English.
3 Lect Hrs 4 Credits
Staff

German 267 Jung and Hesse
Key works of both authors will be read in order to explore the questions of mutual influences, similarities and differences. Particular emphasis will be placed on the authors' complementary impact on the humanistic concerns of our day.
3 Lect Hrs 4 Credits
Mr. Dhority

German 268 German Theatre
The tradition of the German theatre from the Middle Ages to the present. Among the playwrights read will be Lessing, Goethe, Schiller, Kleist, Buchner, Hauptmann, Hofmannsthal, Brecht. Course will also include informal classroom performances of some of the dramatic material.
3 Lect Hrs 4 Credits
Mr. Boelcskevy

German 269 Rilke in English
The course will explore as full range of this greatest of German poets as translation will permit. The pivotal novel, the notebooks of Malte Laurids Brigge, and a generous selection from Rilke's correspondence dealing particularly with the influence of Rodin and Cézanne as well as the famous letters to a young poet will occupy a considerable portion of the course. The poetry studied will include Duino Elegies and Sonnets to Orpheus. Readings and discussions in English.
3 Lect Hrs 4 Credits
Staff

German 270 Literature Surrounding the Nazi Genocide of Six Million Jews
An analysis of, primarily, the imaginative literature written about Jewish suffering under the Nazis. The course will begin with a brief history of the holocaust. Guest lectures as well as at least one interview with a survivor.
3 Lect Hrs 4 Credits
Mr. Hoelzel

German 271 Modern Austrian Literature
The Austrian literary tradition from the last decades of the Austro-Hungarian Empire to the present, as distinct from the German. Discussion of typical themes and their treatment in works of Schnitzler, Hofmannsthal, Kafka, Rilke, Musil, Handke and other contemporaries. Readings in English translation. No knowledge of German required.
3 Lect Hrs 4 Credits
Mr. Boelcskevy

German 272 Austria, 1890-1934, Literature and Culture
The Austrian culture and literary tradition from the last two decades of the Austro-Hungarian empire to the end of the first republic (1934). Examination of the intellectual life in its social and political context. Works of Freud, Mach, Wittgenstein, Schnitzler, Hofmannsthal, Musil, Handke, Klimt, and other contemporaries will be discussed. Course will meet German major requirements.
3 Lect Hrs 3 Credits
Mr. Grossman, Mr. Boelcskevy

German 273 Protest and Revolt in German Literature
Selected analysis of works in German literature since Goethe dealing with themes of protest against established authority ranging from individual insurrection to political revolution.
3 Lect Hrs 4 Credits
Mr. Hoelzel

German 274 Dreams and Visions in German Literature
A literature in translation course focusing on work in which a dream and/or vision figures prominently. A wide variety of literary selections from various periods and genres including also readings from C.G Jung. Dreams will be examined both as a universal and particularized manifestation of the creative subconscious which seeks to transmit multi-leveled messages to the dreamer. Their role as part of the creative process itself and then as part of the work of art will be analyzed. The course will investigate to what extent dreams can precipitate a work of art/or to what extent and purpose they are interwoven into the fabric of the literary piece.
3 Lect Hrs 4 Credits
Ms. Shuman

German 275 Images of Men and Women in German Literature
The course will investigate changing roles and attitudes toward, and myths about the sexes as reflected in German literature from the Middle Ages to the present. Readings in English. No knowledge of German required
3 Lect Hrs 4 Credits
Ms. Horsley

German 280 Special Topics in German Literary and Cultural History
Announced topics which will generally focus on a particular author, work or historical moment.
3 Lect Hrs 4 Credits
Staff

German 320 Junior Tutorial I
Each semester will focus on representative works of one genre - such as the novella, lyric or drama - with the purpose of exposing students to the theory and examples of the genre in an historical context.
Prerequisite: German 220, 221 or permission of instructor.
1 Lect Hr 2 Credits
Staff

German 321 Junior Tutorial II
Each semester will focus on representatives works of one genre - such as the novella, lyric or drama - with the purpose of exposing students to the theory and examples of the genre in a historical context. Readings and discussions in German.
Prerequisite: German 220, 221 or permission of instructor.
1 Lect Hr 2 Credits
Staff

German 390 Junior Seminar I
Intensive training in German composition. Combination of group sessions and conferences. Frequent short essays. All discussion in German.
Prerequisite: Two years of German or equivalent.
3 Sem Hrs 3 Credits
Staff

German 391 Junior Seminar II
Intensive training in literary analysis. Combination of group sessions and individual conferences. Frequent short essays. All discussion in German.
Prerequisite: Two years of German or equivalent
3 Sem Hrs 3 Credits
Staff

German 420 Senior Tutorial
Works selected on a special topic of interest to students and instructor, e.g., a theme, single author, period or approach. Readings and discussions in German.
Prerequisite: German 320, 321 or permission of instructor.
1 Lect Hr 2 Credits
Staff

German 425 Goethe and Pre-Romanticism
Major works of Goethe and Schiller with background readings in the German Enlightenment, storm, stress and German Classicism.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Mr. Hoelzel

German 427 Goethe's Poetry
A study of the range and style of Goethe's poetry from the early to the late years. Readings and discussions in German.
Prerequisite: Good reading and listing comprehension of German.
3 Lect Hrs 3 Credits
Mr. Dhority

German 431 Rilke in German
A study of Rilke's major works, including Das Stundenbuch, Neue Cedichte, Duineser Elegien, Sonetten An Orpheus, Malte and selected letters. Readings and discussions in German.
3 Lect Hrs 3 Credits
Staff

German 435 German Romanticism
The major phases of the German Romantic Movement.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 440 German Drama from Lessing to the Present
Selected major German dramas from the 18th century to the present.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Mr. Boelcskevy

German 445 The German Novelle
The development of the German Novelle from the 19th century to the present.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 446 German Lyric Poetry
The development of the German lyric from its beginning to the present.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 455 Naturalism, Neo Romanticism, and Expressionism
German literature of the left, the right, and the pacifist movement from 1888 to 1918. Readings from such representative writers as Hauptmann, George, Rilke, Hofmannsthal, Wedkind and the Early Brecht.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 460 German Literature after World War I
Major works by such authors as Mann, Kafka, Brecht, Hesse, Firsch, Durrenmatt, Grass. Their relation to 20th century intellectual life of Germany and the West.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 462 Brecht
Bertolt Brecht is the most popular playwright of this century. He is politically engaged, yet, at the same time an accomplished poet. Reading his works in the original German rather than in translation will lead to an appreciation of his poetic skill and diction, as well as illuminate his clever plays with every possible semantic facet of word or phrase. Brecht's best known plays, poems, stories, — Kalender-Geschichten — and an introduction to his theories for theater, and poetry, will be offered during the course. Offered bilingually, comparative reading of English and German texts.
3 Lect Hrs 3 Credits
Staff

German 465 German Post-War Prose from East and West
Works by Böll, Grass, Johnson, Bienek, Lind and Wolf.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Staff

German 478 Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and chairperson of the department.
Hrs by Arrangement 1-3 Credits
Staff

German 479 Independent Study
Selected research topics organized in consultation with individual student.
Prerequisite: Permission of instructor and chairperson of the department.
Hrs by Arrangement 1-3 Credits
Staff

German 480 Seminar — Lessing and His Time
G.E. Lessing as playwright and literary critic seen against the intellectual and religious background of his time.
Prerequisite: German 350.
3 Lect Hrs 3 Credits
Mr. Spaethling

German 490 Senior Seminar
The purpose of the senior seminar is that of integration. Here the major student will have the opportunity of learning how to apply literary analysis and appreciation all the pertinent skills acquired in prerequisite courses. At the same time, this seminar will guide the student towards independence, leading him/her to either independent study or an honors course during his/her last semester before graduation.
Prerequisite: German 391 Junior Seminar II.
1.5 Hr, 1.5 Lect Hr 3 Credits
Staff

Greek

Greek 101 Elementary Greek I
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek 102 (fall).
3 Lect Hrs 4 Credits
Staff

Greek 102 Elementary Greek II
A continuation of Greek 101. Fundamentals of ancient Attic Greek; designed to complete a standard, basic textbook. (spring).
3 Lect Hrs 4 Credits
Staff

Greek 113 Accelerated Greek
Equivalent of Greek 101/102 in one semester.
3 Lect Hrs 3 Credits
Staff

Greek 211 Intermediate Greek
Review of basic principles and introductory reading of a prose authors: Plato, Lysias. (fall).
3 Lect Hrs 4 Credits
Staff

Greek 222 Homer
Introductory reading in the Iliad or Odyssey: continuation of Greek 211; credit may be applied towards any departmental major (spring).
3 Lect Hrs 4 Credits
Staff

Greek 301 Attic Orators
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 302 Plato
Readings in selected dialogues; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 303 Aeschylus
Reading of selected tragedies; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 304 Sophocles
Reading of selected tragedies; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 305 Euripides
Reading of selected tragedies; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 306 Aristophanes
Reading of selected comedies; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 307 Herodotus
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 308 Thucydides
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 309 Lyric Poetry
Selections from lyric and Elegiac poets; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Greek 310 Epic Poetry
Advanced reading of Homer's Iliad and/or Odyssey; background and scholarship. Required for departmental major in Greek and combined major in Greek/Latin.
3 Lect Hrs 3 Credits
Staff

Greek 311 Prose Composition
Advanced exercises in Greek grammar, syntax, and vocabulary; composition in Greek based on ancient models. Suggested for departmental majors.
3 Lect Hrs 3 Credits
Staff

Greek 478 Independent Study
Hrs by Arrangement 1-3 Credits
Staff

Greek 479 Independent Study
Hrs by Arrangement 1-3 Credits
Staff

Greek 490 Honors
Hrs by Arrangement 1-3 Credits
Staff

Greek 491 Honors
Hrs by Arrangement 1-3 Credits
Staff

History

Paul A. Gagnon, Professor, Chairperson, Commonwealth Professor Francis L. Broderick; Professors Thomas N. Brown, Walter Grossman, Carter Jefferson, William A. Percy, Richard H. Powers, Roger W. Prouty, Eric Robinson; Associate Professors Feroz Ahmad, Clive Foss, Linda Gordon, David Hunt, Pauline Maier, Esther R. Kingston-Mann, Lester A. Segal, Marshall Shatz, Renee Watkins; Assistant Professors Herbert P. Bix, Paul Bookbinder, Allison Conner, Spencer DiScala, Paul Faler, Michael Feldberg, Frances Hoffman, Timothy McCarthy, Susan Schneider, Malcolm Smuts, Sheldon Stern; Lecturers Hatimali Amiji, Robert Halstead, Robert Hannigan, Michela Mago, Dan S. White; Part-time Assistant Professor Sherin Wyntjis

Requirements for Graduation

Department of History requirements for the student majoring in History, effective for the Class of 1980 and beyond.

Majors are required to take at least 12 courses (40 to 42 credit hours) from those offered by the Department, including specific requirements as follows:

2	semesters of Introductory History of Western Civilization (History 111 and 112, or the equivalent)	8
2	semesters of Introductory History of the United States (History 265 and 266)	8
1	semester of Research and Methods course (History 480 or 481)	3
1	semester of upper-level course work in European History prior to 1789	3
2	semesters of upper-level course work, one of which must be in European History since 1789, the other of which must be in other than European and United States History	6
4	semesters of additional, elective courses, two of which must be upper-level courses	6 or 8
12		40 or 42

Hist 103 Europe Since 1715 I
An introduction to modern European history, covering the period from 1715 to 1871. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. McCarthy

Hist 104 Europe Since 1715 II
An introduction to modern European history, covering the period from 1871 to the present. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. McCarthy

Hist 105 Elementary Historical Writing
Principles of historical writing - rules of evidence, use of sources, techniques of research, rhetoric, grammar, and style. Several papers required. Prerequisite: freshmen only.
3 Lect Hrs 4 Credits
Staff

Hist 107 Ideas and Morality in the West, 500 B.C. to 1700 A.D.
A survey of ideas in their historical contexts. Ancient Greece, 12th and 13th century Europe, and the birth of science in the period around 1600 will be stressed.
3 Lect Hrs 4 Credits
Ms. Watkins

Hist 109 World Civilization I
Pre-industrial civilizations - selected civilizations such as China, India, Greece, Rome, the Christian West and their economies. Philosophical and religious beliefs and their social and political structures. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Prouty

Hist 110 World Civilization II
Industrial civilizations - the industrial and social revolutions in the West and their impact on other civilizations. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Prouty

Hist 111 Western Civilization I
The historical development of European civilization, ideas and institutions to 1789, including America's place in the Western World. Training in oral and written expression.
3 Lect Hrs 4 Credits
Staff

Hist 112 Western Civilization II
The historical development of European civilization, ideas and institutions since 1789, including America's place in the Western World. Training in oral and written expression.
3 Lect Hrs 4 Credits
Staff

Hist 113 Modern World History I
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and Western Europe.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann

Hist 114 Modern World History II
History of modern Western industrial societies and the non-Western World. 1800 - present.
3 Lect Hrs 4 Credits
Ms. Kingston-Mann

Hist 115 East Asian Civilization I
An introduction to the traditional civilizations of China and Japan from the earliest times to the arrival of the Western Powers. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Bix, Ms. Conner

Hist 116 East Asian Civilization II
The political, social, economic and intellectual problems resulting from the Western impact on China and Japan, as well as Korea and Vietnam. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Bix, Ms. Conner

Hist 117 Introduction to African Civilization I
The internal dynamics of pre-colonial African societies arising from the Bantu migrations, the rise and fall of the kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Amiji

Hist 118 Introduction to African Civilization II
The interaction between the West and Africa in the nineteenth and twentieth centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence, Africa, and Afro-American, and Pan-Africanism. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. Amiji

Hist 122 Science and Technology in the Modern World
Science and technology in the evolution of industrial society in the West, the relationships between scientific discovery and technological growth, and the relation of scientific and technological change to evolving social forms and types of economic organization.
3 Lect Hrs 4 Credits
Mr. Robinson

Hist 123 Revolutions in Modern History I
An introduction to the French, Russian and Chinese revolutions, stressing mass participation and the development of revolutionary socialism. Training in written and oral expression.
3 Lect Hrs 4 Credits
Ms. Gordon, Mr. Hunt

Hist 124 Revolutions in Modern History II
An introduction to the French, Russian and Chinese revolutions, stressing mass participation and development of revolutionary socialism, training in written and oral expression.
3 Lect Hrs 4 Credits
Ms. Gordon, Mr. Hunt

Hist 128 Problems in Modern European History I
An introduction to European history. A topical and integrative approach to the history of Europe from the French Revolution to 1890. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. DiScala, Ms. Hoffman, Mr. McCarthy

Hist 129 Problems in Modern European History II
An introduction to European history. A topical and integrative approach to the history of Europe from 1890 to the present. Training in oral and written expression.
3 Lect Hrs 4 Credits
Mr. DiScala, Ms. Hoffman, Mr. McCarthy

Hist 130 Nationalism and National Movements; The Irish, Jews & Arabs
The first half of this course will examine the roots and trace the developments of nationalism in the 19th and 20th century Europe. The second half will concentrate on the Irish, Jewish and Arab national movements. Throughout an attempt will be made to perceive the common denominators among these three movements.
3 Lect Hrs 4 Credits
Ms. Hoffman

Hist 207 Introduction to Classical Archeology
Offered jointly by the art and history departments. A survey of the art, archeology, and history of Bronze Age Greece and Asia Minor. Introduction to the methods and aims of archeology and to the geographical and historical background of the period. The major area cultures - the Minoan civilizations, Mycenaean Greece, Troy, and the Hittite Empire.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Foss

Hist 208 Greek History
A survey of the origin, rise and development of Ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Foss

Hist 209 Roman History
The Roman state from its origins until the triumph of Christianity. Republic and empire will receive equal attention. Closely related to History 208, the two courses provide a continuous history of the Mediterranean world from about 700 B.C. to 300 A.D.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Foss

Hist 210 Early Middle Ages
Medieval history from Marcus Aurelius to approximately 1000 A.D.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

Hist 211 Later Middle Ages
Medieval history from 1000 A.D. to the Italian Renaissance.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

Hist 212 Age of the Renaissance and Reformation I
Men, ideas, and institutions of 14th century through 16th century Europe.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Watkins

Hist 213 Age of the Renaissance and Reformation II
Men, ideas, and institutions of 14th century through 16th century Europe.
3 Lect Hrs 3 Credits
Ms. Watkins

Hist 215 Eighteenth Century Europe - Europe in the Age of Enlightenment
The main currents of European thought in their historical setting.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

Hist 216 Age of Baroque
Europe in the seventeenth century. In the midst of religious and political struggles, a new world order emerges. Transformation from traditional thought to new scientific categories and a flowering of new expressions in the art.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

Hist 217 Europe in the Nineteenth Century I
A political, social and cultural history of Europe from 1815 to 1871, including the history of each major European nation.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 218 Europe in the Nineteenth Century II
A political, social and cultural history of Europe from 1871 to 1914, including the history of each major European nation.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 219 Europe in the Twentieth Century I
Political, economic, social, and intellectual history of Europe, with attention to extra-European influences, from 1900 to 1939.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon, Mr. Jefferson

Hist 220 Europe in the Twentieth Century II
Political, economic, social, and intellectual history of Europe, with attention to extra-European influences, from 1939 to the present.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon, Mr. Jefferson

Hist 221 Tudor-Stuart England
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the sixteenth and seventeenth centuries, to 1689.
Prerequisite: Introductory history or departmental approval.
3 Lect Hrs 3 Credits
Mr. Smutts

Hist 222 England in the Age of Revolution
English history from 1689 to 1901 with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries.
Prerequisite: Introductory history or departmental approval.
3 Lect Hrs 3 Credits
Mr. Smutts

Hist 223 Early Modern France: Evolution of the Ancien Regime
Social, political, and intellctual currents and institutions in France from the Renaissance to the end of the Ancien Regime.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

Hist 224 France, 1789 to the Present
The development of Parliamentary institutions and crises in their social, economic and intellectual settings and France's role in the world.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Gagnon

Hist 225 Russian History I
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz, Ms. Kingston-Mann

Hist 226 Russian History II
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the Second World War.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz, Ms. Kingston-Mann

Hist 227 German History to 1815
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, Germany and the French Revolution.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder

Hist 228 German History Since 1815
German liberalism, nationalism, conservatism in nineteenth century, Revolution of 1848, unification, World War I, Weimar, and the Nazi period.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder

Hist 229 The History of Italy, from the Renaissance to 1870
Developments in Italy from the end of the Renaissance to 1870, with emphasis on the eighteenth century and the Risorgimento.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. DiScala

Hist 230 The History of Italy, 1870 to the Present
Italian history since 1870, including the examination of Giolittian. Fascist and Republican Italy.
Prerequisite: Sophomore standing or departmental approval. 3 Lect Hrs
3 Credits
Mr. DiScala

Hist 231 Irish History, 1688 to 1923
The forces and movements in the development of Irish Nationalism and the achievement of national independence.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 232 Spain and Portugal Since 1469
This course will examine why Spain and Portugal played leading roles in history until the 17th century and the reasons for their decline, as well as comparing Iberian enlightened despotism, liberalism and conservation, industrialization, fascism, and neocolonialism with their counterparts in other areas.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 237 Jewish History, Antiquity to the Early Middle Ages
Political, social and intellectual development in Jewish society from biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient near eastern, Graeco-Roman, and Christian societies and cultures.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

Hist 238 Jewish History, from the Spanish Expulsion to Modern Statehood
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East from the late 15th century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hassidism, enlightenment, emancipation and 19th century responses to modernism, Jewish experience in the 20th century.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Segal

Hist 239 The Middle East, 622 to 1517
Interaction between Islamic society and the West from the rise of Islam in 622 to the Turkish conquest of Egypt.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Hoffman

Hist 240 The Middle East, 1517 to the Present
The Middle Eastern response to the West in the age of European expansion and domination.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Hoffman

Hist 241 From Rebellion to Independence: India since 1857
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical but it also deals with the social and religious institutions such as the Caste System, as well as economic and political change in a traditional society.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 242 Modernization of the Middle East and Japan in the 19th Century
The transformation of traditional social structures in nineteenth century Japan and the Middle East. Designed to introduce students to two widely divergent traditional cultures, grappling with the common problem of an aggressive, industrializing west. It analyzes the reasons for successful transition to modern nation-state status in the case of one — Japan — and for failure in the case of the other — Middle East —. Comparative approach to Japanese and Middle Eastern historical materials, should sensitize students to different organizing concepts used by historians of non-western peoples and the complex relationships between internal and external factors in the process of social change.
3 Lect Hrs 3 Credits
Mr. Ahmad, Mr. Bix

Hist 243 Problems in African Civilization
Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon and traditional African societies. Problem oriented, rather than chronological, approach. The origins and spread of Islam to sub-saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim brotherhoods, Mahdism and Messianic movements, development of Afro-Islamic literature and scholarship — Swahili, Hausa and Arabic, and the influence of Islam on modern nationalism and Pan-Africanism.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

Hist 244 History of East Africa
Modernization and social change in Kenya, Uganda and Tanzania. Such topics as the Proto-nationalist movements of the nineteenth century, the politics of survival in the inter-war period, the problems of European and Indian settlers, the development of political parties and liberation movements, particularly the Mau Mau movement, African socialism, and the problems of ethnicity and national integration.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

Hist 248 Modern Japan
An historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 249 History of Contemporary East Asia
Case studies of Japan, Korea, the Philippines and Indochina since World War II. The American occupation of Japan, the factors involved in its resurgence in the 50's and 60's, the colonial heritage in Korea, the Philippines and Indochina as background for the study of war, revolution and modernization in these areas.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 250 Modern Vietnam
Social and political history of Vietnam within the context of great-power rivalries.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bix

Hist 265 American History I
A survey of American History from 1763 to the Civil War. The expansion and consolidation of the American Union. The development of national and international policies and the cultural and economic forces that shaped them.
3 Lect Hrs 4 Credits
Staff

Hist 266 American History II
A survey of American History from the Civil War to the present. Expansion and consolidation of the American Union, the development of national and international policies and the cultural and economic forces that shaped them.
3 Lect Hrs 4 Credits
Staff

Hist 270 American Colonial History, the Earliest Settlements to 1763
The English background of emigration and settlement. The evolution of imperial institutions, American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the 17th and 18th centuries.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Maier

Hist 271 Age of the American Revolution, 1763 to 1789
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effects, the forming of Republican institutions for state and federal governments.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Maier

Hist 273 The Age of Jackson and Lincoln
A social, economic, political and cultural history of the United States from 1815 to 1861.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Staff

Hist 274 Civil War and Reconstruction History
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction.
Prerequisite: History 265 and 266 or Junior standing.
3 Lect Hrs 3 Credits
Staff

Hist 276 The United States in the Twentieth Century, 1900 to 1937
American politics and culture from the progressive period through the New Deal.
Prerequisite: History 266 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brown

Hist 277 The United States in the Twentieth Century, 1937 to the Present
American politics and culture from the New Deal to the present.
Prerequisite: History 266 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Brown

Hist 282 Colonial Latin America
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the New World, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Schneider
This course is a requirement for the Latin American studies concentration.

Hist 283 Latin America, Independence to the Present
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the 19th and 20th centuries, and the resulting political and social consequences.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Schneider
This course is a requirement for the Latin American studies concentration.

Hist 305 The Expansion of Europe 1400-1920
Traces the preconditioning of the intellectual, geographic, and commercial expansion of Europe from the 15th to the 18th centuries. It will review the age of discovery and examine the relation between ideology, trade, and colonization, the impact of non-european civilizations upon Western Europe, and the rise and decline of the mercantile empires of Portugal, Spain, England, and the Netherlands.
Prerequisite: Introductory History.
3 Lect Hrs 3 Credits
Ms. Wyntjis

Hist 308 Diplomatic History of Europe, 1815 to 1914
The diplomacy of the concert of Europe, Bismarck, the Eastern Question and imperialism leading to the outbreak of war in 1914.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 309 Diplomatic History of Europe, 1914 to the Present
The system of collective security set up after World War I, and the failure of this system before the Second World War. Discussion of the origins and consequences of the Cold War.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 310 Economic History of Western Europe to 1750
A survey emphasizing the interrelationship of economic life and demographic, social, political, and religious development. Particular emphasis on the development of capitalism and laissez-faire.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 311 Economic History of Western Europe Since 1750
The economics of Western Europe from 1750 to the present.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 314 History of European Ideas I
Main currents of European thought in the seventeenth and eighteenth century.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 315 History of European Ideas II
Main currents of European thought in the nineteenth and early twentieth century.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 317 The American University
A review of the traditional function and character of higher education in American society, and an examination of recent fundamental changes in both.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Powers

Hist 320 History of American Foreign Policy, 1763 to 1900
Survey of United States foreign policy and relations with the rest of the world, from the colonial period to the end of the nineteenth century Emphasis on domestic sources of foreign policy and U.S. expansionism.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hannigan

Hist 321 History of African Foreign Policy, the Twentieth Century
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, cold war diplomacy, and the debate over America's role in world affairs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hannigan

Hist 323 History of Boston
A general survey from 1630 to the present emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Prouty

Hist 324 American Social History to the Civil War
The emergence of social institutions in America from the establishment of colonies to the mid-nineteenth century
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 325 American Social History from the Civil War to the Present
The American dream as it has related to institutions and ethnic groups in twentieth century U.S.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 326 History of American Thought to the Civil War
Ideas in America — religious, scientific, political, social and economic - from the colonial period to the Civil War.
Prerequisite: History 265 and 266 or junior standing.
3 Lect Hrs 3 Credits
Staff

Hist 327 History of American Thought from the Civil War to the Present
Ideas in America — religious, scientific, political, social and economic - from the Civil War to the New Deal.
Prerequisite: History 265 and 266 or junior standing.
3 Lect Hrs 3 Credits
Staff

Hist 328 Black History in America I
The history of black people in America from African origins through the conclusion of reconstruction in 1877. The development of slavery in the South and life in the cities in the North. Particularly through original accounts by black Americans.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Stern

Hist 329 Black History in America II
The experience of black Americans from the rise of Jim Crow after 1877 through the emergence of the black challenge to American racial values and institutions in the 1950s and 1960s.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Stern

Hist 330 History of Working People in America
A history of working people in America, from colonial times to the present, with special emphasis on industrialization, its economic and social impact on workers, and the ways in which working people respond to those changes.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Faler

Hist 332 Medieval Law
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding Medieval history and common law. Recommended for pre-law students.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Percy

Hist 333 The Medieval Mind
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.
Prerequisite: Junior standing or departmental approval. 3 Credits
Mr. Percy

Hist 335 Science and Technology in the Industrial Revolution in Britain
The social and economic effects of science and technology during the industrial revolution and consequences for education. The implications for some of Britain's industries of the changeover to steampower and new chemical processes. Special case study of the engineering firm Boulton and Watt. No special knowledge of science required.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Robinson

Hist 336 Artisans and Peasants in Early Modern Europe
An analysis of the consciousness, the family and community organization, and the political activity of peasants and artisans in 17th and 18th century Europe.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hunt

Hist 338 The British Empire, 1700 to 1900
An historical study of selected topics and problems in the economy, polity, and ideology of the eighteenth and nineteenth century British empire and a review of the British role in the world economy.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Prouty

Hist 342 Britain in the Twentieth Century
A survey of political and social change in Britain since 1900.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Staff

Hist 343 The French Revolution
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Hunt

Hist 344 Literature and History - Russia 1825 - 1917
The interaction between Russian literature and Russian history between 1825-1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Kingston-Mann

Hist 345 Contemporary Currents of Protest in the Soviet Union
An examination of the rise of criticism of official policies since the death of Stalin in 1953.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz

Hist 346 History of the Russian Intelligentsia, Eighteenth Century to the Present
Rise and development of political dissidents in Russia, from the origins of the Intelligentsia in the eighteenth century to Stalin's purges of the 1930's.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Shatz

Hist 347 The Russian Revolution, 1917
The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided pre-revolutionary opponents of the Tsarist Regime in 1917.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Ms. Kingston-Mann

Hist 350 History of European Liberalism
A study of the evolution of the liberal tradition in European thought from the 17th to the 20th century. Emphasis is placed upon varieties of liberalism, the distinctiveness of national traditions, and the relationship of liberalism to rival ideologies such as democracy, socialism, and conservatism.
Prerequisite: Introductory European history.
3 Lect Hrs 3 Credits
Mr. McCarthy

Hist 354 Vienna, 1900
Vienna, capital of the Austro-Hungarian Empire at the turn of the century, a time of political disintegration, when it became the center of pioneering intellectual, scientific, and aesthetic activities.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Grossman

Hist 355 Hitler: A Man and His Times
A focus on the life an career of Adolf Hitler to elucidate an important period in German and European history.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Bookbinder

Hist 358 Marx and Freud, Studies in Modern Intellectual History
A comparison of the approaches of Marx and Freud to political and social problems. Some attention will be given to thinkers e.g., Herbert Marcuse, who have sought to combine the insights of Marx and Freud.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCarthy

Hist 359 History of European Socialism
A survey of socialist ideas and movements from the era of the French Revolution to the present. Emphasis will be placed on the reading of major texts in the socialist tradition.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. McCarthy

Hist 360 A Social History of Working-Class Women
General social history of women and institutions that governed their lives - the family, sexual and reproductive practice, child-raising practices, the social organization of work and control over the means of production
Prerequisite: Intro History, a Women's Studies course and junior standing.
3 Lect Hrs 3 Credits
Ms. Gordon

Hist 362 History of Feminism
The political and cultural rebellion of women in England and America from the late 18th century to the present, including the contemporary women's liberation movement. Women's rights movements, and womens participation in the labor movement, the social and communist movements, abolitionist struggle and the civil rights movement.
Prerequisite: History 361.
3 Lect Hrs 3 Credits
Ms. Gordon

Hist 363 Hitler and Stalin, Comparative Dictatorship
An historical comparison of Germany under Hitler and the Soviet under Stalin.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Bookbinder

Hist 364 History of Feminist Thought
An upper level survey of feminist theory, European and American, it will concentrate primarily on the development of feminist thought between the late eighteenth century and the present, reading such theorists as Wollstonecraft, Mill, Gilman, Marx, and contemporary women's liberation writers.
Prerequisite: Intro History, a Women's Studies course and junior standing.
3 Lect Hrs 3 Credits
Ms. Gordon

Hist 365 Modernization, Nationalism and Revolution in the Middle East I
Impact of the Western World on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: An Introductory History course (100-199), preferably 111 or 112.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 366 Modernization, Nationalism and Revolution in the Middle East II
Impact of the Western World on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic and social structures.
Prerequisite: An Introductory History course (100-199), preferably 111 or 112.
3 Lect Hrs 3 Credits
Mr. Ahmad

Hist 367 Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Conner

Hist 368 History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Conner

Hist 371 The Germanies: 1945-1975
This course traces the emergence of two distinct German states from a common heritage.
3 Lect Hrs 3 Credits
Mr. Bookbinder.

Hist 373 Progressivism and the Emergence of Modern America 1890-1920
An analysis of the period in which the United States emerged as a leading industrial and expansionist power. The course will cover the rationalization of industry, the genesis of reform and changes in traditional values and beliefs.
Prerequisite: History 265-266
3 Lect Hrs 3 Credits
Mr. Stern

Hist 376 History of Africa from 1870 to the Present
The European conquest and partition of Africa, the establishment of European rule and African response to colonialism, forms of native administrative policies, socio-economic changes in African societies, growth of African nationalism, the emergence of independent African states and problems of decolonization.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs 3 Credits
Mr. Amiji

Hist 398 Topics in the History of Boston
An intensive study of selected topics in the history of Boston.
Prerequisite: History 323 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Prouty

Hist 400 Special Topics
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period. Fulfills historical studies core requirement.
Hrs by Arrangement 1-4 Credits
Staff

Hist 401 Special Topics
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period. Fulfills Historical studies core requirement.
Hrs by Arrangement 1-4 Credits
Staff

Hist 478 Special Problems I
Guided reading and research, may be used in departmental honors program.
Prerequisite: senior standing, history major.
Hrs by Arrangement 3 Credits
Staff

Hist 479 Special Problems II
Guided Reading and Research, may be used in departmental honors program.
Prerequisite: Senior standing, history major.
Hrs by Arrangement 3 Credits
Staff

Hist 480 Seminar in European History
A problems course intended to give training in historical research and writing. The field of European study varies each semester.
3 Lect Hrs 3 Credits
Staff

Hist 481 Seminar in American History
A problems course intended to give training in historical research and writing. The field of American study varies each semester.
3 Lect Hrs 3 Credits
Staff

Hist 482 Seminar in Latin-American History
A problem course intended to give training in historical research and writing. The field of Latin-American study varies each semester.
3 Lect Hrs 3 Credits
Ms. Schneider

Hist 590 Field Practicum in History
The practicum is designed to enable a student to earn 15 hours credit - six in his major field - for a semester of work during the academic year with a government agency. The program is designed to integrate this experience into a more general education plan which will require majors to complete a 'pre' course that is substantially related to the proposed internship in the semester preceding and a similarly related 'post' course in the semester following the internship. See dept. for a specific sample program.
Prerequisite: Approval of History Department.
Hrs by Arrangement 9 Credits

Humanities

Human 114 Masterpieces in Western Literature, I
Selected works in various genres and from various periods by such majors writers as Homer, Sophocles, Dante, Shakespeare, Goethe, Tolstoy, and Faulkner. Special attention to writing.
3 Lect Hrs 4 Credits
Ms. Berschtel, Mr. Bluestone, Mr. Slover

Human 115 Masterpieces of Western Literature, II
A selected survey of literary masterpieces by such writers as Dante, Chaucer, Machiavelli, Cervantes, Shakespeare, Milton, Molière, and Goethe. Foreign language texts in translation. Topics include the literary representation of good and evil, the nature of the tragic figure, crime and punishment, and the relations between individual and state.
3 Lect Hrs 4 Credits
Mr. Bluestone

Human 201 Introduction to Linguistics
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. It will provide the scientific tools to describe language. Recommended for all language-related specialties as well as for general education.
3 Lect Hrs 3 Credits
Ms. Ambrose-Grillet

Human 202 Bilingualism
The student will investigate the political, cultural, sociological, educational, and linguistic implications of multilingualism. This course should be particularly relevant for those students whose childhood language was not English and for those who are learning foreign languages or going to teach bilingual children.
3 Lect Hrs 3 Credits
Ms. Ambrose-Grillet

Human 203 Language Across Time
How language and language-change have been viewed across time; processes and patterns of linguistic change, linguistic reconstruction in the Indo-European family; the birth of modern linguistic theory.
3 Lect Hrs 3 Credits
Mr. Houben

Human 249 African Literature
An introduction to contemporary African fiction and poetry. Works by such writers as Armah, Kgositsile, Laye, Achebe, and others will be examined in the context of the social and political background from which they emerged, with particular emphasis on the situation and role of the writer in Africa today.
3 Lect Hrs 3 Credits
Ms. Truesdell, Ms. Brown (Shariat)

Human 254 Romanticism in European Literature
The development of romanticism in Europe.
3 Lect Hrs 3 Credits
Mr. Ott, Ms. Bershtel

Human 260 Visionary and Prophetic Modes in Literature
Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse, and primitive poetry. Theoretical works about non-rational perception, tarot readings and the i-ching.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Schreiber, Ms. Mendillo

Human 263 Proust, Joyce and Mann
Vision of self, of society of art and reality as seen by three major contributors to 20th century man's understanding of himself. Studied in comparative context.
3 Lect Hrs 3 Credits
Staff

Human 265 The Faust Tradition
A lecture course emphasizing critical interpretation of major texts in the Faust tradition by Marlowe, Goethe, I.A. Richards, John Hersey, and Thomas Mann. Attention given to the evolution of the legend and to other adaptations of Faustian material.
Prerequisite: English 101 or permission of instructors.
3 Lect Hrs 4 Credits
Mr. Bluestone, Mr. Hoelzel

Human 270 Homosexuality in Western Literature
The study of selected works of western gay literature and discussion of themes and issues suggested by these works. Representative authors include Sappho, Plato, Woolf, Barnes, Shakespeare, Genet, Mann, Forster, and many contemporary female and male writers.
3 Lect Hrs 3 Credits
Mr. Schreiber

Human 300 Speech Sounds and Theory
The way linguists analyze sounds, their processes and systems; phonemes and phonological theory: Trubetzkoy, structuralists, Jakobson to current generative, natural generative and universalist approaches.
Prerequisite: Hum 201, 203, 400, Anth 281, 285 or permission of instructor.
3 Lect Hrs 3 Credits
Mr Houben

Human 301 Comparative History of Romance Languages
A comparative study of the evolution of the romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis will be placed upon French, Italian and Spanish. In English translation.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Human 310 Transformational Syntax
This course will train the student in using the principles and methods developed since 1957 by Chomsky and his followers.
Prerequisite: Humanities 201 or 203 or Anthropology 281 or 285.
3 Lect Hrs 3 Credits
Ms. Ambrose-Grillet

Human 325 Madness in Literature
An examination of madness, and of the madman as his/her face appears in literature from the fifteenth century to the present; as well as a study of various philosophers, psychologists and psychoanalysts who remark upon the mind's disorientation with itself.
3 Lect Hrs 4 Credits
Ms. Mc Gavran

Human 343 Myth and Literature
A study of myths and mythic literature using techniques from several disciplines toward the end of understanding both the nature of myth and its relationship to literature.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Mendillo, Mr. Crossley

Human 344 Tragedy
Examination of the art and meaning of tragedies.
3 Lect Hrs 3 Credits
Mr. Stock, Ms. Bershtel

Human 345 Fantasy and Utopia
A study of types and modes of fantasy in literature, such as science fiction, utopian romance, fairy-tale, satiric voyage, and tales of the preternatural.
3 Lect Hrs 3 Credits
Ms. Warren, Mr. Crossley

Human 347 Readings in European Fiction
The art and thought of such major European novelists as Dostoevsky, Tolstoy, Stendhal, Gide, Mann, and Kafka.
3 Lect Hrs 3 Credits
Mr. Stock, Ms. Bershtel

Human 353 Arts of Love in Medieval Literature
A study of the courtly ethos as represented in such texts as troubadour lyrics, Chretien's *Romances*, Gottfried's *Tristan*, Dante's *Vita Nuova*, and Chaucer's *Troilus and Criseyde*.
3 Lect Hrs 3 Credits
Ms. Mc Alpine

Human 374 Women and the Feminine in Myth
An exploration of women in 'primative' myths; theories of distortions of these myths by cultural change; the Jungian concepts of the feminine (Anima, Great Mother, etc); attempts by modern artists to restore the feminine to our myths.
3 Lect Hrs 4 Credits
Ms. Mendillo

Interdisciplinary Courses

Human 383 The Image of Women in Literature
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer and Lessing
3 Lect Hrs 3 Credits
Ms. Hunt, Ms. Ferguson, Ms. Dittmar, Ms. Collins

Human 390 Ancient and Medieval Epic
A study of heroic literature in relation to its roots in mythological narrative. The continuity of the tradition is followed in readings from the ancient Near East, Homeric Greece, and medieval Ireland, Scandinavia, England, and France.
3 Lect Hrs 3 Credits
Mr. Bowen

Human 400 Comparative Linguistics
An introduction to Diachronic linguistic history of languages and historical grammar in general. Grouping of genetically related languages and comparison among them as method for the reconstruction of older patterns of each group. Emphasis will be put on the Indo European, Germanic and especially romance language families. The course will be adapted to the needs and linguistic background of the students who enroll.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Human 405 Innocence: The Quest from Sophocles to Sam Beckett
Combining literary analysis and intellectual history, the course will examine the concepts of innocence and guilt in the western ethical tradition. Readings from ancient myth, the Bible, Sophocles, Milton, Blake, Dostoevski, Kafka, Dylan, Beckett, et. al.
3 Lect Hrs 3 Credits
Ms. Watkins, Mr. Helms

Human 446 Literature and the Political Imagination
An intensive exploration of the language and imaginative forms through which politics finds expression in literature. Special attention will be given to the personal visions of specific writers as they relate to such matters as style, tone, imagery, or structure. Fiction, drama, and poetry will be studied, mostly modern.
3 Lect Hrs 3 Credits
Ms. Dittmar

Intr D 105 Industrial Society: Concepts and Conceptualization in the Social Sciences
An introduction to the concepts and methods of the various social sciences by means of a predisciplinary investigation of the phenomenon of industrial society.
(Meets one semester of the Freshman writing requirement)
6 Lect/Disc Hrs 8 Credits
Mr. Kirsch, Mr. Simonds

Intr D 110 Great Issues in East Asian Studies
Great issues in East Asian studies will be a basic introduction to the new East Asian studies program now being formed. The course will involve staff from East Asian studies faculty in an interdisciplinary overview of Asian culture and problems of Asian social institutions. Specifically, the course will consider Asian history, literature, philosophy, politics, law and justice, education, child-care, social organizations, and women's role in social change. The course will neither require nor assume any previous background in Asian studies; and it will be directed to teach fundamental information to the non-specialist.
3 Lect Hrs 3 Credits
Mr. Swartz, Mr. Jefferson
Staff

Intr D 125 Science for Humane Survival
An interdisciplinary year-long course that attempts to answer two main questions: How can long-term survival of the human species in humane conditions be achieved? How can individuals survive as healthy and vigorous humane beings in contemporary industrialized capitalist society? Topics include food, energy, pollution, population, social organization, transportation, exercise, clothing, shelter, competition. Open to all students, the course has no prerequisites, is organized topically, may be entered in the fall or the spring and taken for either or both semesters. Three lecture hours and one film or guest presentation weekly. Several field trips each semester. Offered on a pass/fail basis only (no letter grades).
3 Lect Hrs, 1 Disc Hr 4 Credits
Mr. Salzman (Physics), Mr. Alper (Chemistry)

Intr D 126 Science for Humane Survival
An interdisciplinary year-long course that attempts to answer two main questions: How can long-term survival of the human species in humane conditions be achieved? How can individuals survive as healthy and vigorous humane beings in contemporary industrialized capitalist society? Topics include food, energy, pollution, population, social organization, transportation, exercise, clothing, shelter, competition. Open to all students, the course has no prerequisites, is organized topically, may be entered in the fall or the spring and taken for either or both semesters. Three lecture hours and one film or guest presentation weekly. Several field trips each semester. Offered on a pass/fail basis only (no letter grades)
3 Lect Hrs, 1 Disc Hr 4 Credits
Mr. Salzman (Physics), Mr. Alper (Chemistry)

Intr D 130 Learning and Schooling
This course will study some of the changes in schools exemplified in the creation of — free schools — and — open class rooms — in an attempt to raise and discuss some basic questions about schools and children. The topics covered will be freedom and control in education, schools and the transmission of dominant social values, human development and curriculum, and learning and knowledge. Emphasis in this course will be put on the goals, methods, and problems of both traditional public schools and free schools as they are exemplified in practice. Consideration will be given to other alternatives that have been attempted to traditional schooling — like the high-school without — walls —, as well as to questions about community control of schools and the deschooling theory. This course will not only be taught through lecture and group discussions, but also through the use of films and, where possible, visits to free schools and open classrooms.
6 Lect-Disc Hrs 8 Credits
Staff

Intr D 530 Internships in Learning and Schooling
Student internships in courses learning and schooling
Prerequisite: Selections by instructors.
Mr. Swartz, Mr. Jefferson
Staff

Italian

Vito R. Giustiniani, Professor, Chairperson; Commonwealth Professor Carlo L. Golino; Associate Professor Gerald Volpe; Assistant Professors Antonio F. Carrara, Lawrence J. Kabat; Part-time Instructors Ernest Altobello, Janet Smarr

Requirements for Graduation

Majors are required to take a minimum of 30 credits in junior-senior level courses in Italian, including Italian 301-302 (or its equivalent). All majors must have taken Italian 311 (or its equivalent) as prerequisite for advanced literature courses.

At the end of the senior year, majors are encouraged to take a comprehensive oral and written examination in Italian, both as an academic experience summing up their Italian studies and as qualification for the University and departmental awards in Italian. The examination would cover three specific fields of Italian literature (to be chosen by the student from among: 1, Il Duecento E Il Trecento; 2, Umanesimo E Rinascimento; 3, Il Seicento E Il Settencento; 4, Romanticismo E Risorgimento; 5, Il Novecento). But the student would be expected to have some knowledge of the course and direction of Italian literature in general. Students who wish to take the examination should consult the academic advisor at the beginning of the Spring semester of the senior year.

Departmental Honors

To graduate with honors, a student must; 1, Achieve a 3.5 average in his Italian studies; 2. Submit to the Italian department a short research paper written during the second semester of his senior year under the supervision of the departmental advisor; 3. Take the comprehensive examination; 4. Be recommended by the departmental honors committee; 5. Attain a 3.0 overall grade average.

The student may elect to discuss his honors paper in an open departmental meeting instead of taking the oral part of the comprehensive examination.

The department grants 6 credits towards the total 30 major credits for successful completion of the honors program.

Ital 101 Elementary Italian I
For students who have no creditable training in Italian, intensive practice in the four language skills, with an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Staff

Ital 102 Elementary Italian II
The continuation of Ital 101. Intensive practice in the four language skills, with an audio-lingual approach.
Prerequisite: Italian 101 or equivalent.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Staff

Ital 201 Intermediate Italian I
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Italian 102 or equivalent.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Staff

Ital 202 Intermediate Italian II
A continuation of Ital 201. An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Italian 201 or equivalent.
4 Lect Hrs, 2 Lab Hrs — 4 Credits
Staff

Ital 261 The Contemporary Italian Novel
An analysis of the leading artistic and social problems of the twentieth century in such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
3 Lect Hrs — 4 Credits
Mr. Kabat

Ital 262 The Theatre of Italy
The evolution of the theatre from the Renaissance to the avant-garde. (Readings and discussions in English.)
3 Lect Hrs — 4 Credits
Mr. Kabat

Ital 265 Masterpieces of Italian Literature
A study of some of the representative authors from the Middle Ages to the modern time. (Readings and dicussions conducted in English)
3 Lect Hrs — 4 Credits
Staff

Ital 266 Political Thought in Italian Literature
Political ideas from medieval universalism to modern nationalism. Readings and discussion in English.
3 Lect Hrs — 4 Credits
Mr. Kabat

Ital 268 The Italian American Experience - Literature and Society
A study of the contribution of Americans of Italian descent to the American civilization, and of the interaction of the two cultures through works of fiction and non-fiction. Consideration of the regions from which the original immigrants came. Readings and discussion in English.
3 Lect Hrs — 4 Credits
Mr. Volpe

Ital 270 Dante's Divine Comedy
A close reading of Dante's masterpiece — *Inferno*, *Purgatory*, *Paradise* — in context of medieval civilization. Readings and discussions in English.
3 Lect Hrs — 4 Credits
Mr. Volpe

Ital 271 Italian Culture and Civilization
A study of the major contributions of Italy to world culture and civilization from the 13th century to the unification of Italy. Readings and discussions in English.
3 Lect Hrs, Museum Visits — 3 Credits
Mr. Golino

Ital 272 Italian Culture and Civilization
A continuation of Italian 271. A study of the major contributions of Italy to world culture and civilization from the unification of Italy to the present day. Readings and discussions in English.
3 Lect Hrs, Museum Visits — 3 Credits
Mr. Golino

Ital 274 Twentieth Century Italian Playwrights
Interdisciplinary course with stress upon the interdependence and contrasts in the art of the playwright and the art of the theatre. Theory vs. practical application. The play as conceived and written vs. the play as produced, in the context of the dramatic literature of pre- and post-existentialist Italian playwrights such as Pirandello, Betti, and De Filippo. Readings and discussions in English.
3 or 4 Lect Hrs — 4-5 Credits
Mr. Kabat and Mr. Roberts

Ital 276 Italian Cinema
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary and social history from neo-realism through the 1960's. Films by Rossellini, Visconti, Desica, Antonioni, Pasolini, Fellini.
Discussion in English. This course may fulfill part of the language requirement. Open to students majoring in all disciplines.
1 ¼ Hrs Film Viewing — 4 Credits
1 ¼ Hrs Discussion (in English)
Mr. Altobello

Ital 301 Italian Composition and Conversation
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisite: Italian 102 or equivalent and departmental permission.
3 Lect Hrs — 3 Credits
Staff

Ital 302 Literary Theories and Bibliography
An introduction to the methods of literary analysis and acquisition of bibliographical skills.
Prerequisite: Italian 301 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Statt

Ital 311 Introduction to Italian Culture Through Literature
A survey ot Italian literature as a retlection of Italian civilization from the Renaissance to the modern period
Prerequisite: Italian 102 or equivalent.
3 Lect Hrs 3 Credits
Statt

Ital 312 Introduction to Italian Culture Through Literature
A continuation of Ital 311. A survey ot Italian literature as a reflection of Italian civilization trom the Renaissance to the modern period
Prerequisite: Italian 102 or equivalent.
3 Lect Hrs 3 Credits
Statt

Ital 320 Dante and The Duecento
Dante's lyric poems examined in the light of the Italian lyrical tradition from the Sicilian school to the Dolce Stil Nuovo.
Prerequisite: Italian 311 or departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 321 Dante — Commedia I
Selections from the earlier works ot Dante as an introduction to the study of the *Commedia*. This semester is devoted to the *Stil Nuovo*, *The Vita Nuova*, and a close reading of *The Inferno*.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 322 Dante — Commedia II
A close reading of *The Purgatorio* and *The Paradisio*.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 331 Petrarca and Boccaccio
An analysis and discussion ot the works ot these two masters as they reflect the humanist rejection ot medieval mysticism and preoccupation with man's earthly condition.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 341 The Age of Humanism in Italy
The Humanist literature ot the Italian Renaissance in the light ot the intellectual and artistic preoccupations ot the age.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 342 The Italian Renaissance
Machiavelli, Castiglione, Ariosto, and Tasso as exponents of the multiple aspirations and achievements ot Italy's Golden Age.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 350 The Renaissance Epic
The evolution of the Epic poem in Italian literature of the Renaissance - Pulci, Boiardo, Ariosto, Tasso.
Prerequisite: Italian 311 or departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 381 Italian Literature of the 17th and 18th Centuries
Marino, Vico, Goldoni, Parini, and Altieri as examples ot the development from the extravagance ot the Baroque to the rationalism ot the Age of Enlightenment.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Kabat

Ital 411 Neo-Classicism and Romanticism
An analysis ot this complex movement in its exaltation of liberty and imagination during the revolutionary period ot the Risorgimento when Italy became a nation. Monti, Foscoli, Leopardi, and Manzoni.
Prerequisite: Italian 311 or equivalent and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 431 The Modern Novel
An analysis of the post-Romantic literary trends such as 'Verismo', 'Regionalismo', and 'Neo-Realismo'. Some ot the authors to be studied are Verga, Svevo, Pirandello, and Silone.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Kabat

Ital 432 Contemporary Italian Novel
Such trends as, Letteratura Di Costume' Il Romanzo Psicologico and 'I Mimetici' and the avant-garde movements considered in the writings of Levi, Vittorini, Moravia, Pasolini and others.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Carrara

Ital 441 Modern Italian Poetry
A survey ot the principal poets trom Carducci to Saba, with emphasis on Hermeticism.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Volpe

Ital 445 Anglo-Italian Literary Relations
Influence ot Italian literary motits and torms on English literature, and the opposite current. Medieval Irish eschatological visions, Boccaccio and Chaucer, the novella and Shakespeare, Petrarchism, Marino and Baroque poetry, Romanticism.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 476 Italian Cinema
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary and social history from neo-realism through the 1960's. Films by Rossellini, Visconti, DeSica, Antonioni, Pasolini, Fellini. Discussion in Italian. May be used by Italian majors in completing major requirements.
1 ¼ Hrs Film Viewing 3 Credits
1 ¼ Hrs Discussion (in Italian)
Mr. Altobello

Ital 478, 479 Readings and Research I, II
Especially recommended to seniors. Independent study and frequent consultations with a departmental advisor on a tairly broad aspect of Italian literature ot special interest to the student.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Staff

Ital 480 Letteratura Dialettale Italiana
The impact of dialect poetry on Italian literature particularly in the Romantic period, in relation to the Italian 'Questione Della Lingua'.
Prerequisite: Italian 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Mr. Giustiniani

Ital 490 Special Topics
In-depth study ot a particular author, work, theme, or historical period. Course content will vary each time the course is offered. Students are invited to suggest topics ot special interest to them.
Prerequisite: Ital 311 or equivalent and departmental permission.
3 Lect Hrs 3 Credits
Staff

Ital 498, 499 Honors Thesis in Italian I, II
Independent and original investigation ot a specitic aspect ot Italian literature of special interest to the student, under the supervision ot a departmental advisor.
Prerequisite: Departmental permission.
Hrs by Arrangement 3 Credits
Statf

Ital 586 Methods and Practice Teaching of Italian in Secondary Schools
The issues, principles and methods of secondary school Italian language teaching. Supervision and critique of practice teaching.
Prerequisite: 6 hours education courses and admission to Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching 9 Credits
Mr. Carrara

Japanese

Japan 101 Elementary Japanese I
For students with no previous language training in Japanese. Introduction to pronunciation, grammar, conversation, and the elements of the writing system (Hiragana and Kanji).
3 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Kenney

Japan 102 Elementary Japanese II
Continuation of Japanese 101. Grammar and conversation using the basic patterns.
Prerequisite: Japanese 101.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Kenney

Japan 201 Intermediate Japanese I
Continuation of Japanese 102. Reading, writing, and conversation using the basic patterns.
Prerequisite: Japanese 102 or equivalent
3 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Kenney

Japan 202 Intermediate Japanese II
Continuation of Japanese 201. Further study in reading, writing, and conversation.
Prerequisite: Japanese 201.
3 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Kenney

Japan 250 Modern Japanese Literature
Selected readings in modern Japanese fiction with emphasis on the major writers. Tanizaki, Kawabata, Mishima, and others. No knowledge of Japanese necessary. All works in English.
3 Lect Hrs 4 Credits
Mr. Kenney

Japan 251 Traditional Japanese Literature
Selected readings in classical literature including fiction, Waka poetry, and Haiku. No knowledge of Japanese necessary. All works in English.
3 Lect Hrs 4 Credits
Mr. Kenney

Japan 478 Independent Study
For those wishing to continue their study of Japanese beyond the 202 level. Individual attention.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3 Credits
Mr. Kenney

Latin

Latin 101 Fundamentals of Latin I
Designed to complete a standard basic textbook with Latin 102 (fall).
3 Lect Hrs 4 Credits
Staff

Latin 102 Fundamentals of Latin II
Continuation of Latin 101 (spring).
3 Lect Hrs 4 Credits
Staff

Latin 113 Intensive Latin
Accelerated elementary Latin for students with previous language background; fundamentals in one semester.
Prerequisite: Previous language background.
3 Lect Hrs 4 Credits
Staff

Latin 211 Intermediate Latin
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify. (fall)
3 Lect Hrs 4 Credits
Staff

Latin 222 Ovid-Metamorphoses
Continuation of Latin 211; credit may be applied to major (spring).
3 Lect Hrs 4 Credits
Staff

Latin 301 Cicero
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 302 Caesar
Reading in the works of Caesar; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 303 Roman Comedy
Reading in the plays of Plautus and Terence; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 304 Catullus
Reading in the poems of Catullus; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 305 Roman Elegy
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 306 Tacitus
Reading in the historical works of Tacitus; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 307 Sallust
Reading in the historical works of Sallust; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 308 Livy
Reading in the historical works of Livy; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 309 Lucretius
Reading on the nature of things; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 310 Virgil
Reading in the works of Virgil with primary emphasis on *The Aeneid;* background and scholarship. Required for Latin majors, and for combined Greek-Latin majors.
3 Lect Hrs 3 Credits
Staff

Latin 311 Petronius
Reading in the Satyricon; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 312 Horace
Reading in the works of Horace; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 313 Juvenal
Reading in the satires of Juvenal; background and scholarship.
3 Lect Hrs 3 Credits
Staff

Latin 314 Prose Composition
Advanced exercises in Latin grammar, syntax, and vocabulary; composition in Latin based on ancient models. Suggested for departmental majors.
3 Lect Hrs 3 Credits
Staff

Latin 478 Independent Study
Directed projects in Latin language and literature.
Hrs by Arrangement 1-3 Credits
Staff

Latin 479 Independent Study
Directed projects in Latin language and literature.
Hrs by Arrangement 1-3 Credits
Staff

Latin 490 Honors
Special projects in Latin language and literature for honors candidates.
Hrs by Arrangement 1-3 Credits
Staff

Latin 491 Honors
Special projects in Latin language and literature for honors candidates.
Hrs by Arrangement 1-3 Credits
Staff

Latin American Studies

Lat Am 301 Spanish Speaking People in Urban U.S.A.
An examination of the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston.
Prerequisite: Some previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs 3 Credits
Staff

Lat Am 320 Development and Equity in Latin America
Prerequisite: Seniors only: Latin or Spanish-American concentrators.
3 Lect Hrs 3 Credits
Staff

Lat Am 480 Colloquium in Latin American Studies
Declared concentration in Latin American/Spanish American studies concentration. Completion of three courses within the concentration. Course will be coordinated by Dorothy N Marshall coordinator of the concentration and team taught. Instructors are Gerald Murray, Jack Spence, Susan Schneider and Angeles Rodriquez.
3 Lect Hrs 3 Credits
Staff

Law and Justice

LawJus 101 Foundations Course in Law and Justice
A team-taught non-disciplinary investigation into some general problems and dimensions of law and justice. Subject matter includes: encountering the law; the functions of law; the criminal justice system; personal responsibility, societal responsibility, and the law; and beyond the reach of the law. This course explores the gap between law and justice. Examination of some specific institutions and practices (for example, courts, prisons, civil disobedience) in light of various conceptions of the origins and aims of law on the one hand and of justice on the other. Readings from English literature, history, philosophy, political science and sociology. Emphasis is placed on writing and basic academic skills. Upperclass interns serve as tutors in this course and they are available to work individually with freshmen students. Stress is on work in small groups. Each semester on a rotating basis, 4 faculty members drawn from the humanities and social sciences team-teach this course.
Prerequisite: Freshman standing.
3 Lect Hrs, 3 Disc Hrs 8 Credits
Staff

LawJus 102 Seminar in Law and Justice
A seminar examination of a specific issue in law and justice emerging from the general themes studied in LawJus 101, the foundation course. Emphasis will be on writing skills through the use of interdisciplinary readings and projects. This course satisfies one semester of the freshman writing requirement, and will include regular and explicit instruction on writing. This course is offered during the spring term. Each offering, on a rotating basis, 3 faculty members drawn from the humanities and social sciences team-teach the course.
Prerequisite: LawJus 101 (foundations course) or 1 semester of Engl 101 or 102.
1 Lect Hr, 2 Disc Hrs 4 Credits
Staff

LawJus 103 Problems in Law and Justice
Short courses in law and justice on specialized problems of contemporary interest.
Hrs by Arrangement 1-2 Credits
Staff

LawJus 104 Introduction to Law and Justice
Introduction to law and justice explores both the mutual support and the frequent gaps between law and justice as revealed in a selection of literary, historical, anthropological, political, philosophical and sociological materials. It ranges inquiringly from primary definitions (Plato, The Constitution of the United States) to contemporary situations (Wiseman's 'Law and Order', Middlesex Court, Kafka's Trial) that pose the recurring tensions between western cultures need for order and its haunting yen for justice that transcends law. The course - which parallels the foundation course in law and justice - uses lectures, discussions, field trips, films and tapes, and experts outside the university community.
3 Lect Hrs 4 Credits
Mr. Broderick, (History) Mr. Cohen (Philosophy)

LawJus 108 Program Planning in Law and Justice
The program planning course in law and justice is a requirement for all concentrators. It is a one-credit mini-course offered during 5 weeks of the semester where students who apply for the concentration work out with a faculty member their own program and goals in law and justice, especially as it connects with the work they are doing in their major.
Prerequisite: Law and Justice concentrations only.
Hrs by Arrangement 1 Credit
Staff

LawJus 210 Prisons and Punishment
This course will be an in-depth study of the prison system in the context of current psychological and sociological studies, as well as the context of theories of punishment. Film and media representations of prisons will be examined critically, and creative art forms concerned with or emanating from punitive situations and institutions will be presented. This course may also involve the possibility of field experience or field work. Topics will include forms of punishment, institutionalized punishment, the human need to punish, aims of justifications of punishment.
Prerequisite: Sophomore standing or either LawJus 101 or 104.
3 Lect Hrs 3 Credits
Mr. Garrett (Sociology), Mr. Swartz (Philosophy)

LawJus 220 Social Justice
An examination of some basic problems of social justice and their relation to more abstract philosophical ideas of justice. This course will not only focus on the ways that these ideas have been implemented, but it will also be concerned with ways in which principles of justice have been appealed to in criticizing social practices. Literary expression of these critical attitudes towards practices involving social injustice will be a primary emphasis in the course, and part of this focus will be aimed on the rhetorical features of these literary sources which are aimed at the emotions and actions rather than just intellectual enlightenment.
Prerequisite: Sophomore standing or either LawJus 101 or 104.
3 Lect Hrs 3 Credits
Mr. Blum (Philosophy) Ms. Dittmar (English)

LawJus 230 Law and Social Change
This course will ask certain questions about the relationship between the law and social relationships in various societies. The class will explore the question of why certain forms of social change are handled by legal means and others are resolved outside the law. We will take an anthropological/political science approach to different forms of conflict resolution. The second portion of the course will focus on the way in which the law has been used to foster or prevent social change, and how it can be used as an instrument to consolidate changes already completed in the socioeconomic realm. We will conclude with a study of some of the ways in which the law has blazed new paths in, or failed to keep up with, social changes in America and the world. This course will be taught in combination lecture and small discussion groups meeting separately with each of the instructors.
Prerequisite: Sophomore standing or either LawJus 101 or 104.
3 Lect Hrs 3 Credits
Mr. Feldberg (History), Mr. Spence (Political Science)

LawJus 240 Court and Society
This course will discuss problems inherent in almost all courts. These problems will include the difficulties of limiting a judge's discretion, focusing on Charles Black's idea of the 'inevitability of caprice and mistake'; the ethical limitations imposed on a judge, focusing on the responsibility a judge bears for the legal/penal system in which he works; and the factors that undermine the legitimacy of a court, focusing on the accountability of judges and how far they can go in making social policy.
Prerequisite: Sophomore standing or either LawJus 101 or 104.
3 Lect Hrs 3 Credits
Mr. Foster (Law & Justice), Mr. Matz (Legal Ed Serv)

LawJus 250 Ownership, Property and Legality
The relationship between human beings and the things they possess investigated from the point of view of human rights to property, the economic systems that have been developed to institutionalize these rights, and the legal mechanisms used to protect them. Not only will this course deal with these concepts, principles and economic systems, it will also focus on the reactions of people to these through their forms of natural expression. Lectures, readings and discussions will relate to the impact of differing property systems upon social and political values in societies which undergo industrial modernization. Other issues to be explored include the social cost elements of property, the coercive nature of law, 'new property' (that created by government action), and its impact on the present-day economy.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Ms. Kingston-Mann (History), Ms. Updike (Economics)

LawJus 260 Authority, Liberty and Law
This course will deal with the interplay between authority, the rule of law and the freedom of the individual. A conceptual and historical examination of the nature of authority in the context of laws and conventions affecting property rights, intellectual and moral freedom, the organization of state power, etc. Readings will be drawn from a variety of sources including Max Weber, Hannah Arendt, John Stuart Mill, George Eliot, Stanley Milgram and Eugene Zamiatin.
Prerequisite: Sophomore standing or either LawJus 101 or 104.
3 Lect Hrs 3 Credits
Mr. Hart (English), Mr. Simonds (Political Science)

LawJus 470 Special Topics
Special topics courses are offered by the lawyer-in-residence of the Law and Justice Program on a variety of legal issues, and by members of the faculty who wish to offer a departmentally-based course under the law and justice heading. Subjects, credits, faculty, requirements - all will vary depending on what is being offered by whom.
Hrs by Arrangement Credits Vary
Staff

LawJus 478 Independent Study
By arrangement between the student and the faculty supervisor.
Prerequisite: Permission of the Law and Justice Office before registration.
Hrs by Arrangement Credits Vary
Staff

LawJus 498 Senior Year Directed Study Seminar
Each concentrator in law and justice will be required to take this three-credit seminar dealing with a specific topic in law and justice. Participation in the seminar will involve the writing of a major paper on that topic. The formal seminar will consist of the reading and discussion of a few major works dealing with a particular theme in order to review, refresh, and synthesize the student's academic experience in law and justice, especially as the work relates to their individual major. The senior paper will be a major essay dealing with that topic.
Prerequisite: Senior law and justice concentrators only.
3 Lect Hrs 3 Credits
Staff

LawJus 501 Intern in Foundation Course in Law and Justice
Supervised in-service training as tutor and discussion leader as junior staff member of the IFC course in law and justice. The tutor will attend teaching-team meetings, attend lectures, help lead small discussion groups, and counsel and assist individual freshmen in basic problems of reading and writing.
3 Lect Hrs, 3 Disc Hrs 8 Credits
Each semester on a rotating basis, 4 faculty members drawn from the Humanities and Social Sciences team-teaching this course.

LawJus 502 Intern Seminar in Law and Justice
Upper division students supervised in-service training as tutors and discussion leaders in law and justice. The interns counsel and assist individual freshmen in basic problems of reading and writing, attend teaching-team meetings, attend lectures and help lead discussion groups.
Prerequisite: Interested students must apply through the Law and Justice Office (I-5/046) during the advance registration period. Interns are chosen by the respective teaching-team through interviews for competence in oral delivery and written exposition and their promise as interns.
1 Lect Hr, 2 Disc Hrs 4 Credits
Staff

Mathematics

Taffee T. Tanimoto, Professor, Chairperson; Professors Alfonso Azpeitia, Ethan Bolker, Matthew Gaffney, Herbert Kamowitz, Geza Schay, Jr., Robert Seeley; Associate Professors Bernice Auslander, James S. Byrnes, Ernest S. Elyash, Guy Hogan, Joan Lukas, John A. Lutts, Some Nath Mukherjee, Elizabeth O'Neill, Stephen K. Parrott; Assistant Professors Carl Cohen, Daniel Comenetz, Colin Godfrey, Michael B. Tomlinson, Dennis H. Wortman; Instructor Victor Miller; Lecturer Sally Agro; Part-time Assistant Professor So-Fei Fan, Patrick O'Neil; Part-time Instructor Jorge Hernandez-Martinez; Part-time Lecturers David Finch, Robert Frankel, Nelson Hartunian, Marie Hermann, Wen-yuan Kong, Vincent Mace, Enders Robinson, Herman Rhett, Joseph F. Russell, Roy Wilsker

Requirements for Graduation
All Mathematics Majors must meet the following requirements:

Common Courses:
All Mathematics majors must take Math 140, Math 141, Physics 113 (lab optional), Math 150, Math 240, Math 260 and Math 450.

Concentration Courses:
In order to complete the major, however, in addition to the common courses requirements, a mathematics major must complete either a pure mathematics concentration or an applied mathematics concentration.

To complete the *Pure Mathematics concentration:* in addition to the common courses a student must take:

(i) Either Math 310 or Math 320 and
(ii) Math 360 and
(iii) Four other mathematics courses above Math 260

Applied Mathematics concentration: in addition to the common courses a student must take:

(i) Math 137
(ii) At least six (6) courses above Math 260 specified as follows:

(a) at least five (5) of the courses must be taken from Math 267, 310, 311, 320, 330, 401, 425, 445, 446, and 455
(b) at least one (1) of the five in (ii) (a) must be from Math 401, 425, and 446

NOTE: All other Mathematics Major options are no longer in effect. They were abrogated as of September 1, 1976.

Math 100 Mathematics as an Aspect of Culture
An historical-cultural survey of the main areas of mathematics. Emphasizes the interplay of these areas with man's philosophic, artistic, commercial, social and scientific pursuits.
Prerequisite: Permission of department prior to registration, limited to those who found high school mathematics a severe stumbling block and whose major does not directly call for further mathematical skills.
3 Lect Hrs 4 Credits
Staff

Math 107 Introduction to Computer Concepts
Discussion of computer applications, components and terminology; historical and recent developments: computer 'arithmetic': data historical and recent developments, computer 'arithmetic', data processing equipment and its uses; computer languages; discussion of processing equipment and its uses, computer languages. Computer applications, components and terminology.
3 Lect Hrs 4 Credits
Staff

Math 110 Basic Math and College Algebra
For students with weak math background who want to develop skills for further math and science courses. Covers a review of basic high school math and some of the material in Math 130. Generally limited to students with less than 3 years of high school math preparation.
3 Lect Hrs 4 Credits
Staff

Math 120 Liberal Arts Mathematics
Designed for students who do not expect to take many mathematics and/or science courses. Aims at providing an appreciation of the nature of mathematics. Topics serving that end are selected from number theory, elementary topology, combinatorics, etc. The course is not a prerequisite for other courses and it has no other college mathematics courses as a prerequisite.
3 Lect Hrs 4 Credits
Staff

Math 125 Elementary Probability Theory
For non-science and non-mathematics majors. Topics include: elementary set theory, combinations, permutations and other counting formulas, finite probability theory, random variables and their distributions. Serves as preparation for Math 126 or statistics courses in other departments.
3 Lect Hrs 4 Credits
Staff

Math 126 Elementary Statistics
Statistics without calculus. Begins with brief review of elementary probability. Finite distributions and probability density functions. Computation of elementary analysis of variance and regression. Expectation, confidence intervals and a few distribution-free non-parametric methods of data analysis.
Prerequisite: Math 125 or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 130 College Algebra and Trigonometry
Provides a review of college algebra, trigonometry and enough analytic geometry to begin the calculus sequence. For students with adequate basic math skills who need to review and extend their knowledge of algebra, etc., before taking more advanced courses in math or science. Ordinarily science and math majors should begin with Math 140 and/or Math 150 (with the permission of both instructors a students who has completed Math 110 may take the Math 130 for credit).
3 Lect Hrs 4 Credits
Staff

Math 135 Survey of Calculus
Calculus developed intuitively and applied to problems in biology, economics, psychology, and geometry. A course for non-physical science and non-mathematics majors. Suitable for some premedical programs (along with Math 136 or 141).
3 Lect Hrs 4 Credits
Staff

Math 136 Applied Calculus with Statistics
Calculus for functions of two variables - partial derivatives, maximization, integration. Applications of calculus to interential statistics: statistical sampling, statistical measurements, essential probability theory, significance of statistical measurements, regression. Examples from the biological and social sciences. For non-mathematics majors only. Math 126 and Math 136 may not both be taken for credit.
Prerequisite: Math 135 (Survey of Calculus) or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 137 Introduction to Mathematical Computer Programming
A detailed introduction to algorithms and problem-solving techniques. Description of one or more algebraic languages. Gives experience in programming and debugging via several problems.
Prerequisite: Math 130 or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 140 Calculus I
The first in the calculus sequence of courses for science and mathematics majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometrical and physical problems, discussion of algebraic and transcendental functions. A student who has received credit for Math 135 may not take Math 140 for credit without the explicit permission of the department.
Prerequisite: Math 110 or 130.
4 Lect Hrs 4 Credits
Staff

Math 141 Calculus II
Continuation of Math 140. Topics include: integration, applications of the integral, sequences and series.
Prerequisite: Math 140 or equivalent
4 Lect Hrs 4 Credits
Staff

Math 150 Vector Geometry and Matrices
Plane and solid analytic geometry from the vector-space point of view. Elementary linear systems of equations. Elementary operations for 2 x 2 and 3 x 3 matrices over R. determinants.
Prerequisite: Math 130 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 240 Calculus III
Continuation of Math 141. Primarily calculus of functions of two or more variables. Includes: partial differentiation, volume integrals and applications, infinite series.
Prerequisite: Math 141 and either Math 150 or Physics 114 (lab optional). Neither of the latter two may be a corequisite.
4 Lect Hrs 4 Credits
Staff

Math 260 Linear Algebra I
Elementary theory of abstract vector spaces. Topics include: linear independence, bases, dimension, linear maps and matrices, determinants, similarity, eigenvalues and eigenvectors.
Prerequisite: Math 141 and Math 150. Math 240 is advisory preparation for but may be taken along with Math 260.
3 Lect Hrs 4 Credits
Staff

Math 261 Linear Algebra II
Topics include - the problem of similarity, Jordan canonical form, Euclidean and Hermitian spaces, orthogonality, normal operators, spectral theorem; multilinear algebra, quadratic forms, etc.
Prerequisite: Math 260.
3 Lect Hrs 3 Credits
Staff

Math 267 Computer Programming II
The structure and internal language of computers, study of assembly language.
Prerequisite: Math 137 or equivalent.
3 Lect Hrs 4 Credits
Staff

Math 310 Applied Ordinary Differential Equations
Comprehensive study of ordinary differential equations. Series solutions to differential equations, Bessel functions. Characteristic functions. Fourier series. May not be taken for credit by anyone who has taken Math 255 or its equivalent.
Prerequisite: Math 141 and either Math 150 or Physics 114 (lab optional).
3 Lect Hrs 3 Credits
Staff

Math 311 Applied Partial Differential Equations
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations.
Prerequisite: Math 240, 310. Physics 113 (lab optional) is a corequisite.
3 Lect Hrs 3 Credits
Staff

Math 320 Advanced Calculus I
Partial derivatives, differentials, differentiation of composite functions, inverses of transformations, Jacobians, implicit function theorems, functional dependence. Gradient, divergence, curl. Multiple integration, change of variable, improper double integrals. Line integrals, Green's theorem, simply-connected and multiply-connected domains. Surface integrals, Stokes' and Gauss' theorems.
Prerequisite: Math 240.
3 Lect Hrs 3 Credits
Staff

Math 321 Advanced Calculus II
Convergence and divergence of infinite series. Taylor series. Uniform convergence of series. Fourier series and orthogonal functions. Introduction to integral transforms. Introduction to complex analysis.
Prerequisite: Math 320.
3 Lect Hrs 3 Credits
Staff

Math 330 Applied Discrete Mathematics
Study of the basic discrete mathematical structures of graphs, networks, trees; use of recurrence relations. Introductions to linear programming.
Prerequisite: Math 141 and 150; Math 137 and 260 are recommended
3 Lect Hrs 3 Credits
Staff

Math 360 Abstract Algebra I
Review of set theory. Overview of algebraic structure. Elementary theory of groups, rings and modules.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 361 Abstract Algebra II
Polynomial rings. Field theory, Galois theory. Further topics in group and ring theory.
Prerequisite: Math 360.
3 Lect Hrs 3 Credits
Staff

Math 370 History of Mathematics I
Traces the development of mathematics from ancient times to and including the development of calculus. Emphasis will be on the development of mathematical ideas and methods of problem solving. Only one semester of Math 370-371 may count towards the major, but both may be taken for graduation credit.
Prerequisite: At least junior standing.
3 Lect Hrs 3 Credits
Staff
(Offered every other year)
(Offered in Fall 1977)

Math 371 History of Mathematics II
Continues the history of mathematics from the development of calculus to the 20th century with same emphasis as in Math 370. Only one semester of Math 370-371 may count towards the major but both may be taken for graduation credit.
Prerequisite: At least junior standing. Math 370 is recommended but is not a strict prerequisite.
3 Lect Hrs 3 Credits
Staff
(Offered every other year)
(Offered in Spring 1978)

Math 401 Introduction to Computer Science
Analysis of algorithms and techniques for construction of computer programs.
Prerequisite: Math 267 or equivalent.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Math 425 Numerical Analysis
Approximations of roots. Finite differences. Interpolation. Numerical solutions of differential and algebraic equations. Students will have access to computer terminals.
Prerequisite: Math 310 with Math 137 recommended or Math 320 with Math 137 required.
3 Lect Hrs 3 Credits
Staff

Math 440 Theory of Computations
Abstract models of computational processes. Mathematical formulations of the notion of effective procedure. Unsolvable problems.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 445 Probability and Statistics I
Discrete probability theory. Some limit theorems. Random variables and generating functions.
Prerequisite: Math 310 or Math 320 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 446 Probability and Statistics II
Renewal theory. Application of renewal theory. Stochastic processes. Elementary theory of continuous random variables and some statistical theory.
Prerequisite: Math 445.
3 Lect Hrs 3 Credits
Staff

Math 450 An Introduction to Real Analysis
A rigorous treatment of calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series.
Prerequisite: Math 310 or Math 320. (If Math 260 has already been taken, then either of these courses may be a corequisite.
3 Lect Hrs 3 Credits
Staff

Math 455 An Introduction to Complex Analysis
Complex numbers. Complex functions. Power series. Trigonometric functions. Moebius transformations. Differentiation and integration of analytical functions. Cauchy's theorem. Residues, singularities. Meromorphic functions.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs 3 Credits
Staff

Math 458 Theory of Numbers
Prime numbers. Congruences and residues. Approximation of real numbers by rationals. Diophantine equations.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 460 Topics in Geometry
Topics in classical Euclidean and non-Euclidean geometries. Projective geometry. Lattices. Finite geometries.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 465 Differential Geometry
An introduction to classical differential geometry with corresponding modern algebraic approaches, leading to an introduction to Riemannian geometry. Techniques involve tensor analysis and multilinear algebra.
Prerequisite: Math 320 and Math 260.
3 Lect Hrs 3 Credits
Staff

Math 470 Mathematical Logic I
Statement calculus. Predicate calculus. Axiomatic theories. Truth and validity models.
Prerequisite: Math 260 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 471 Mathematical Logic II
Properties of formal theories-consistency, completeness, decidability. Goedel's Incompleteness Theorem for first order arithmetic.
Prerequisite: Math 470.
3 Lect Hrs 3 Credits
Staff

Math 475 Topology
Topological spaces. Convergence and continuity. Compactness and connectedness properties. Introduction to homotopy theory and combinatorial topology.
Prerequisite: Math 450.
3 Lect Hrs 3 Credits
Staff

Math 478 Reading in Mathematics
Advanced level study of various topics according to individual interests. Open only to those students who have proven capabilities in mathematics.
Prerequisite: Permission of department prior to registration.
Hrs by Arrangement 3 Credits
Staff

Math 586 Curriculum, Methods and Practice Teaching of Mathematics in Secondary Schools
The issues, principles, curriculum and methods involved in teaching mathematics in secondary schools. Includes work in a mathematical — materials laboratory.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Hrs Practice Teaching
9 Credits
Staff
Given usually in the spring semester each year

Music

Laurence D. Berman, Associate Professor, Chairperson; Associate Professors John Huggler, Robert Prins, Nicholas Tawa; Assistant Professors J. Jefferson Cleveland, David N. Patterson; Instructor Rosemary Leavenworth; Lecturers Larry Hill, Martin Pearlman

Requirements for Graduation

Music majors must take a minimum of 34 credits in Music which must include Music 121-122, 221-222, and 202. All Music majors will also be expected to take at least two courses in Music History and Literature.

All Music majors must acquire at least an elementary proficiency at the piano. A minimum of three years' membership in a University performing group is also required. For more detailed information, the prospective major should apply to the secretary of the Music department for the syllabus of basic music major requirements.

Each student majoring in Music will be assisted by a departmental advisor to plan a sequence of courses that will suit his/her own needs and satisfy the requirements of the Music department.

Music 001 Chorus

3 Lect Hrs 1 Credit
Staff

Music 111 Introduction to Music
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
3 Lect Hrs 4 Credits
Mr. Berman, Mr. Patterson

Music 112 Introduction to Music
A continuation of Music 111. Basic materials, principles of design and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
3 Lect Hrs 4 Credits
Mr. Huggler, Mr. Patterson

Music 121 First Year Theory
Harmony, melody and music theory.
Prerequisite: Permission of instructor.
3 Lect Hrs 4 Credits
Mr. Berman, Ms. Leavenworth, Mr. Patterson

Music 122 First Year Theory
A continuation of Music 121. Harmony, melody and music theory.
Prerequisite: Permission of instructor.
3 Lect Hrs 4 Credits
Mr. Berman, Ms. Leavenworth, Mr. Patterson

Music 123 Ear Training and Sight Singing
A course combining melodic, harmonic dictation and sight singing of melodies. Encompassing simple material to medium difficulty, common and compound time, primary triads.
2 Lect Hrs 2 Credits
Mr. Prins

Music 124 Ear Training and Sight Singing
Encompassing medium difficult to difficult melodies, combined rhythms, secondary triads and seventh chords. This is a companion course to Theory 121-122 and Elements of Music 131-132.
2 Lect Hrs 2 Credits
Mr. Prins

Music 131 Elements of Music
The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs 2 Credits
Staff

Music 132 Elements of Music
A continuation of Music 131. The function of scales, intervals, triads, chords in root position and inversions. Use of nonharmonic tones and modulation, correlated sight-singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs 2 Credits
Ms. Leavenworth

Music 180 Movement and Dance
An introduction to the basic principles and techniques of modern dance and movement. Concepts of spatial and temperal relationships discussed at length for the purpose of translation into concrete experimental images. Creative work is an important element of the course. Assignments run the gamut from strictly technical exercises, such as analyzing an isolated movement or gesture, to an essay in free composition, such as devising an embodiment through dance of a philosophical or emotional state of mind.
3 Sem/Lab Hrs 1 Credit
Ms. Mallardi

Music 185 Applied Music

Hrs by Arrangement 1 Credit
Staff

Music 190 Ballet Technique I
Individual and class instruction in instrument and voice. Introduction in the following instruments has been offered: flute, violin, piano, classical guitar, clarinet, oboe, saxophone. The program is open to students who are officially declared as music majors and who are either actively engaged in fulfilling music major requirements or have completed all of these. Lessons are given weekly for a twelve-week period. Students are responsible for providing their own instruments. This course can be repeated with the permission of the instructor and the approval of the department chairman.
Hrs by Arrangement 1 Credit
Staff

Music 191 Ballet Technique II

Hrs by Arrangement 1 Credit
Staff

Music 202 Introduction to Musical Research I
Basic research materials and scholarly procedures.
Prerequisite: Music 111-112 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 221 Second Year Theory and Composition
Counterpoint in the 17th, 18th and 20th centuries.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Cleveland, Mr. Prins

Music 222 Second Year Theory and Composition
The study of harmony after 1850 - emphasis on the 20th century.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Cleveland, Mr. Prins

Music 223 Ear Training and Sight Singing
A continuation of Music 123-124. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
2 Lect Hrs 2 Credits
Mr. Prins

Music 224 Ear Training and Sight Singing
A continuation of Music 223. Material consists of melodies illustrating chromaticism, modulation, modes and freer tonality, more complex rhythm, altered chords and contrapuntal music.
2 Lect Hrs 2 Credits
Mr. Prins

Music 231 Elements of Music
A continuation of Music 131-132 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs 2 Credits
Ms. Leavenworth

Music 232 Elements of Music
A continunation of Music 231 with some emphasis on contemporary materials.
Prerequisite: Music 131-132 or permission of instructor.
2 Lect Hrs 2 Credits
Ms. Leavenworth

Music 234 Development of Chamber Music
Selected Works from Haydn to Schonberg, centering chiefly on the medium of string quartet.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Berman

Music 235 Italian Opera
Development of opera after the Baroque. Emphasis on Mozart, Verdi, the Verissimo, and Stravinsky's - *The Rakes Progress.*
Prerequisite: Music 122
3 Lect Hrs 3 Credits
Mr. Cleveland

Music 241 19th Century American Music
The growth and development of American music to the year 1900, Charles Ives, in both its rural-folk and urban aspects.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 242 20th Century American Music
The present-day ferment in American music and the gradual emergence of American composers of international stature.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 243 The Traditional Folk Music of Europe and America
The investigation of the functions, values, and musical styles of rural and urban traditional music in Europe and America.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 251 History and Development of Jazz in America
The development of jazz from its origin to the present.
Prerequisite: Music 122 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 252 The History of Non-Jazz Black Music
The varieties of black music found in popular, religious, minstrel show and formal music.
3 Lect Hrs 3 Credits
Mr. Cleveland

Music 261 19th Century Music
The development of symphonic music from Schubert to Mahler.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 262 Music in the 20th Century
The various directions taken by music since 1900.
Prerequisite: Music 122.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 271 Music of the Classical Period
Music of the Classical Period with emphasis on Haydn and Mozart.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 272 The Musical Works of Beethoven
Beethoven's musical works - his symphonies, quartets and piano sonatas.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 281 Counterpoint
A survey of contrapuntal techniques, culminating in the 16th century. Daily practical application in exercises given Cantus Firmi. From Three Voice Motet to 6 Voice Mass.
Prerequisite: Music 221-222.
3 Lect Hrs 3 Credits
Mr. Patterson

Music 282 Form and Analysis
A study of the formal aspects of compositions from the song, Aba, through the orchestral tone poem. Each composition will be examined for harmonic application as well as its overall formal aspects.
Prerequisite: Music 221-222.
3 Lect Hrs 3 Credits
Mr. Patterson

Music 291 Orchestration I
The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
Prerequisite: Music 294
3 Lect Hrs 3 Credits
Staff

Music 293 Introductory Composition
Investigations and exercises in rhythmic studies and the relationship of melody to harmony and organic growth.
Prerequisite: Theory 121.
2 Lect Hrs 3 Credits
Mr. Huggler

Music 294 Intermediate Composition
The beginning of composition in larger forms, phase structure, emphasis on unifying principles in both language and form.
Prerequisite: Music 293.
3 Lect Hrs 3 Credits
Mr. Huggler

Music 295 Music of the High Baroque
Music from the time of Bach, Handel, Vivaldi, and Couperin.
Prerequisite: Music 122 or equivalent.
3 Lect Hrs 3 Credits
Mr. Berman

Music 296 Orchestration II
The ranges of instruments, practical ways of combining them and discussion of mass, texture and sound.
Prerequisite: Music 293
3 Lect Hrs 3 Credits
Mr. Prins

Music 332 Music in the Renaissance
The sacred and secular compositions of the 15th and 16th centuries. From Dufay to Gabrielli.
Prerequisite: Music 293.
1 Lect Hr 3 Credits
Mr. Tawa

Music 479 Independent Study
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project would be done. An extended written paper would be the normal outcome of such a project.
Hrs by Arrangement 3 Credits
Staff

Music 480 Seminar in American Music
Advanced studies in American music, with emphasis on individual research, and intended for the student with a foundation in musical theory.
Prerequisite: Theory 222 and at least one semester of a history and literature of music course.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 481 Seminar in American Music
A continuation of Music 480. Advanced studies in American music, with emphasis on individual research and intended for the student with a foundation in musical theory.
Prerequisite: Theory 222 and at least one semester of a history and literature of music course.
3 Lect Hrs 3 Credits
Mr. Tawa

Music 586 Methods and Practice Teaching of Music in Secondary Schools
Instruction in methods of teaching music and supervision in practice teaching.
Prerequisite: 6 hours education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs 9 Credits
Staff

Philosophy

Robert Swartz, Professor, Chairperson; Associate Professors Martin Andic, Howard Cohen, Jane R. Martin, Robert Shope; Assistant Professors Lawrence Blum, Clyde Evans, Izchek Miller, Janet Farrell Smith, Andreas Teuber; Instructors Beatrice Nelson, Lawrence Simon; Lecturer Jennifer Radden; Visiting part-time Associate Professor Leon Hatch.

Requirements for Graduation
The Philosophy Department offers three majors programs. Each is intended for students with special interests in Philosophy. The *Standard Major* is for those who wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in Philosophy and/or anticipate graduate work in the field. The major in *Ethics, Social and Political Philosophy* is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It should provide a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in Philosophy. It will, however, serve as a good liberal arts base for careers in Politics, The Law, or Social Service. The third program is the *Dual Major in Philosophy and Psychology*. This is an integrated course of study for students of issues common to Philosophy and Psychology and/or problems about the basis and method for Psychology. This major is different from a double major in Philosophy and Psychology: in a double major a student must fulfill the major requirements of *both* departments, while in the dual major fewer and another pattern of courses are required. The dual major is a good base for work in many fields of Psychology as well as for specialized graduate work either in Philosophy or Psychology.

The Philosophy department attempts to make advising more meaningful than it usually is. Each of the major programs has a special advising plan and students are urged to take advantage of it. If you intend to sign up as a major in one of these programs, please see Professor Swartz, the Chairman of Philosophy who will discuss the advising component of your program with you.

Standard Philosophy Major
Standard Philosophy majors are required to take both Ph. 100 (Introduction to Philosophy) and Ph 120 (Introduction to Logic). Intermediate courses are historical surveys or introductions to special areas of Philosophical inquiry which are intended to provide basic knowledge of the field. Advanced courses are given in the more specific areas of Philosophy.

Summary of requirements for the Standard Major: Ph 100, Ph 120, Ph 211, Ph 212, and five additional courses including at least two from the advanced level.

Directed Major in Philosophy and Psychology
In addition to the standard double major in Philosophy and Psychology the Philosophy and Psychology departments offer a special directed major. This major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of 13 courses, 6 from each Department, plus a course in directed study to be taken during the final year, are required. Included in these are the following "core requirements.":

Philosophy
100 — Introduction to Philosophy
104 — Introduction to Logic
Psychology
101 — Introduction to Psychology
211 — Research Methods and either

280 — History of Psychology
or
380 — Systems of Psychology

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each Department. This needn't be done prior to taking any courses in each Department, but should come close to the beginning of the students stay at UMB. It should be understood that some courses a student may have taken in each Department prior to setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into his or her course of study.

3. Such integrated courses of study needn't require departmental approval in individual cases as long as both advisors concur in their judgment of the viability of the major program and the core requirements are satisfied.

4. Waiving the core requirements, though, requires approval of both Departments.

Ethics, Social and Political Philosophy Major
The Ethics, Social, and Political Philosophy Major is a regular Philosophy major program emphasizing philosophical questions regarding morality, society, and politics.

Requirements for the ethics, social, and political philosophy major are Philosophy 100 (Introduction to Philosophy) and 8 additional courses including at least 5 from the following three (3) fields:

1. History of ethics, social, and political philosophy. This field includes Phil. 216 (History of Ethics), Philosophy 218 (Philosophers of Society), also including Phil 211 (Ancient Philosophy) and Phil 351 (Plato).

2. Theory of ethics, social, and political philosophy. This field includes Phil. 280 (Social and Political Philosophy), Phil. 290 (Philosophy of Law), Phil. 220 (Ethical Theory) and perhaps Phil. 350 (Philosophy of Anthropology).

3. Problems in ethics, social and political philosophy. This field includes Phil. 108 (Moral and Social Issues), Phil. 219 (Moral Relativity), Phil. 295 (Egoism, Selflessness, and Love), Phil. 287 (Equality), and some 1-credit, Phil. 101 Projects on Contemporary Issues, Phil 101A: Communal Living; Phil 101B: Punishment; Phil. 101C Behavior Modification.

The program allows students to apply Philosophy to real life issues and to see connections between Philosophy and other fields. Students who may wish to count related courses in other fields toward this major must discuss their proposal with an advisor and then petition the Philosophy department.

In signing up for this major with the Registrar it is necessary to sign up for "Ethics, Social, and Political Philosophy" rather than the standard "Philosophy" major. In any case it is necessary to get approval for either major from the Philosophy department.

Phil 100 Introduction to Philosophy
An introductory examination of the problems and scope of philosophy.
3 Lect Hrs 4 Credits
Staff

Phil 101 Projects on Contemporary Issues
Research will be conducted on relevant contemporary issues that relate to traditional philosophical problems.
1 Credit
Staff

Phil 104 Reasoning and Argument
This course is designed to introduce the student to the basics of reasoning, argumentation, and critical thinking. We will discuss criteria of sound reasoning, valid argumentation, common fallacies, basic informal logic. Course will depend heavily on examples and exercises, which will be drawn primarily from non-philosophical discourse, e.g. political statements, advertisements, news stories, comic strips.
3 Lect Hrs 3 Credits
Mr. Evans

Phil 105 Putting Reasoning into Effective Writing
This course is designed to help students perfect their skills in the presentation of writing, of reasoned argument and discourse. The course will focus on methods of analysis, definition, and conceptual clarification, types of argumentation, and the applicability of different types of argumentation in practical affairs. Throughout, the theme will be ways of effectively translating these intellectual skills into forceful prose for the purpose of communication and rational dialogue. This course satisfies one semester of the freshman writing requirement.
2 Lab Hrs 4 Credits
Mr.Evans

Phil 108 Moral and Social Problems
Important moral and social issues of current concern will be examined and debated. The course covers three problems each semester from a list including: criminal punishment, war, abortion, racism, violence, the death penalty, private property and sexism. Students may sign up for any or all parts of this course and will receive one, two or three credits accordingly.
3 Lect Hrs 1-3 Credits
Mr. Blum, Mr. Cohen

Phil 120 Introduction to Logic
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking, formal logic, truth functions, quantifiers, proofs of formal adequacy the classical problem and new riddle of induction, reasoning with probabilities and elements of game theory.
3 Lect Hrs 4 Credits
Mr. Darmstadter

Phil 130 Philosophy of Education
Philosophical ideas and concepts relevant to the nature and aims of education.
3 Lect Hrs 3 Credits
Ms. Martin

Phil 211 Ancient Philosophy
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and Neo-Platonists, with emphasis on Plato and Aristotle.
Prerequisite. Philosophy 100 or permission of instructor.
3 Lect Hrs 4 Credits
Mr Andic

Phil 212 Modern Philosophy
The views of the continental rationalists — Descartes, Spinoza, Leibniz — and the British empiricists — Locke, Berkeley, Hume — in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Andic, Mr. Cohen

Phil 214 Contemporary Philosophy
Some major trends of analytical philosophy in the 20th century. Emphasis on the role of language in the formulation of proposed solutions to traditional problems in epistemology and metaphysics in the writings of such philosophers as Russell, Moore, and Wittgenstein.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Staff

Phil 216 History of Ethics
Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill, and Nietzsche.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 218 Major Social and Political Thinkers
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the western tradition (e.g. Plato, Machiavelli, Hobbes, Rousseau, and Marx). Stress will be put on the continuing relevance of these philosophers by also using some works of contemporary philosophers and political scientists.
3 Lect Hrs 3 Credits
Ms. Martin, Mr. Blum

Phil 219 Moral Relativity
In this course we will consider whether there are respects in which moral judgements are relative and what the consequences of such relativity are — e.g. does it imply that basic moral disagreements can only be settled by force. We will also consider whether there are any aspects of a person's rational, emotional, or social nature that require one to hold some specific set of moral values rather than another.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 220 Ethical Theory
The main problems and theories concerning the nature, scope and justification of value judgements. A systematic rather than historical approach.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Staff

Phil 224 Philosophy of Art
Some of the major traditional problems in aesthetics, such as, the relationship between art and morality, the role of aesthetic experience and the nature of the imagination and tradition. These and related issues will be considered in classic texts supplemented by a contemporary survey of critical questions.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 225 Philosophy of Religion
Traditional issues in the philosophy of religion such as arguments for the existence of God, the problem of evil and the problem of creation and time. Readings supplemented by contemporary approaches.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 227 Existentialism
Major forces and concepts in the development of existentialism.
Prerequisite: Philosophy 100.
3 Lect Hrs 3 Credits
Staff

Phil 228 Philosophy of the Mind
The nature of mind and its relation to body and matter, with emphasis on recent advancement in philosophy and psychology.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 232 19th Century Russian Thought
An historical and philosophical examination of the major ideologies in 19th century Russian thought such as Pan-Slavism, Nihilism, Marxism and the diverse legacy of German idealism. The rise of the Russian Intelligentsia and the revival of religious thought at the turn of the century in relation to the great tradition of classical Russian prose fiction.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Clive

Phil 247 Problems of Metaphysics
Ideas such as substance, causality, mind and body, and free will as they appear in several major metaphysical systems.
Prerequisite: Any intermediate course.
3 Lect Hrs 3 Credits
Staff

Phil 250 Materialist Theories of Mind
In this course we will discuss whether or not it is defensible to accept the view that mental phenomena are identical with either physical conditions (e.g. in the brain) or with dispositions toward physical behavior. Is such a view required for a scientifc psychology and readings from classical and contemporary sources.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 275 Topics in Educational Theory and Philosophy
Designed for students with some background in philosophy. This course would focus on one or more problems in philosophy of education examples of which are - the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, the nature of a liberal education.
Prerequisite: Introduction to Philosophy or permission of the instructor.
3 Lect Hrs 3 Credits
Ms. Martin

Phil 280 Social and Political Philosophy
Representative problems and themes of social and political philosophy especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract.
Prerequisite: Philosophy 100.
3 Lect hrs 3 Credits
Mr. Cohen, Mr. Blum

Phil 281 Determinism Freedom and Social Theory
A study of the implications of a free-will-determinism controversy for certain problems in social theory. Hard determinism, libertarianism and reconciliationism will be examined for their respective conceptions of human action. These views will be applied to such questions as, can we hold individual members of society responsible for their actions or for the conditions under which they live and how are the various rationales for punishing lawbreakers dependent on our conceptions of freedom; and what is a free society and is liberty a realistic political ideal?
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Cohen

Phil 285 Freud Vs. Skinner
Clarification and appraisal of Skinner's philosophy of science (which he calls radical behavioralism), his value theory and epistemology, the nature of his fundamental concepts and the logic of the arguments in which he applies them to humans, as well as his objections to mentalistic theories such as psychoanalysis. Application of philosophy of science to Freud's views in order to clarify the concepts: unconscious, preconscious, the Ego. The Id; to explain and assess the logic of Freud's arguments for the claim that there are causally active unconscious mental states; analyze psychoanalytic hypotheses about the 'meaning' of mental phenoma, their motives; and 'causes'; and to provide a critique of the concepts of psychic energy and wish fulfillment; a comparison of the strengths and weaknesses. Freud's and Skinner's views from a philosophical perspective.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 287 Equality
The notion of equality between people, with particular reference to two prominent forms of social inequality — sex and class. Connection of equality to respect, self-respect, and dignity. Conceptions of a society in which everyone is equal. Issues of status, prestige, and social valuing and their relation to a person's valuing of himself or herself. Readings, Mill - *The Subjection of Women*, Sennett and Cobb - *The Hidden Injuries of Class*, De Tocqueville - *Democracy in America*, contemporary philosophers such as John Rawls, B.A.O. Williams, *Descriptions of Egalitarian Societies* - Israeli Kibbutz, China, writings from the women's liberation movement.
3 Lect Hrs 3 Credits
Mr. Blum

Phil 288 Capitalism and Socialism
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors, the course will focus on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and, individual initiative. The nature and importance of underlying assumptions about human needs and desires to either system will also be considered.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 289 Marxist Philosophy
Introduction to writings of early and mature Marx, Engels, and some contemporary Marxist thinkers. Several philosophical issues are explored in depth, contrasting the Marxist position with other philosophical theories. Issues are 1) alienation 2) theory of knowledge, 3) materialism and dialectical method, with major emphasis on 4) Marxist theory on institution of the family and oppression of women. Readings in current socialist and feminist thinkers, e.g. Mitchell, Ronbotham, Zarethaky.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 290 Philosophy of Law
This course will investigate the internal aspects of law and legal systems, e.g the nature of law, the structure of legal systems, criteria of legal validity, etc., all considering a legal system as an isolated closed system of concepts, postulates, rules of inference, deductions, and conclusions. The course will also be concerned with the external aspects of the law, i.e., those relationships which exist between the law itself, conceived simply as a body of rules, and other things external to itself. We will be concerned with the functions of law, the limits of lawmaking as an enterprise, and most especially the relationship between the law and morality.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Evans

Phil 295 Egoism, Selflessness and Love
An examination of some central issues in moral philosophy - are people concerned with themselves, or is genuine love or altruism possible and is it good to be selfless, or is it only rational to pursue one's own interests? Does altruism involve self-denial and grounding of these issues and concepts in psychology and social theory? Reading from philosophers such as Hobbes, Kant, Schopenhauer, Scheler, psychologists such as S Freud, Horney, Anna Freud, and contemporary experimental work on altruism - reference to selfishness and selflessness in women, e.g. De Beauvoir - *The Social Context of Egoism and Altruism*, e.g R. H. Titmuss, *The Gift Relationship*.
3 Lect Hrs 3 Credits
Mr. Blum

Phil 297 Oriental Philosophy
Demonstrations of various actual practices of yoga.
3 Lect Hrs, 1 Disc Hr 3 Credits
Staff

Phil 300 Philosophy of History
Some special problems concerning the conditions of historical knowledge, such as the possibility of objectivity, the standards for justified explanation, the role of causal laws, and the place of value judgments.
Prerequisite: Any intermediate course or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 305 Philosophy and Literature
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings will be selected from such works as *Middlemarch* by George Eliot, Anna *Karenina* by Tolstoy, *The Brothers Karamazov* by Dosteovsky, *Red and Black*, Stendhal. *Remembrance of Things Past* by Proust, *Under the Net* by Iris Murdoch.
Prerequisite: 1 Intermediate Philosophy course or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 310 Philosophy of Action
Critical examination of fundamental topics in philosophy of action, the distinction between action and behavior, basic actions, the individuation of actions, ability and action, responsibility and action, knowledge of one's own actions, and the explanation of action. Discussion of the works of such philosophers as Austin, Melden, Davidson, Chisholm, Von Wright and Goldman.
Prerequisite: Philosophy 100 and one intermediate course.
3 Lect Hrs 3 Credits
Ms. Martin

Phil 320 Empiricism
A study of the major epistemological and metaphysical works of John Locke, George Berkeley and David Hume.
Prerequisite: 2 courses in philosophy.
3 Lect Hrs 3 Credits
Staff

Phil 332 Major Currents of 19th Century Thought
German idealism, dialectical materialism, utilitarianism, existentialism, pragmatism and vitalism.
Prerequisite: Any intermediate course.
3 Lect Hrs 3 Credits
Staff

Phil 345 Theory of Knowledge
Knowledge - its nature, forms, methods, scope, and validation.
Prerequisite: Any intermediate philosophy course.
3 Lect Hrs 3 Credits
Mr. Swartz

Phil 346 Philosophy of Science
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: Any intermediate course or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 350 Philosophy of Anthropology
Theories of meaning, truth, reality, and knowledge in the study of alien, especially pre-literate, societies and conceptual systems. Readings from Hume, Ayer, Pierce, Popper, Wittgenstein, Winch, Rhees, MacIntyre, Gellner, Evans-Pritchard, Horton, Jarvie, Douglas and Levi-Strauss.
Prerequisite: Philosophy 100 or one intermediate course or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 351 Plato
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo*, *Republic*, *Theaetetus*, *Cratylus*, *Parmenides*, *Sophist*, *Statesman* and *Philebus*, as a solution to problems raised by his predecessors, notably the Pythagoreans, Heraclitus, Parmenides and the Sophists.
Prerequisite: Philosophy 211 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 352 Aristotle
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number, and the good.
Prerequisite: Philosophy 211 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 357 Kierkegaard
Theories of meaning, truth, knowledge, good and freedom in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: Philosophy 100 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Andic

Phil 362 The Critical Philosophy of Immanuel Kant
The critique of pure reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: Philosophy 212 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Phil 375 Philosophy and Psychoanalytic Psychology
Philosophical clarification of psychoanalytic concepts (e.g., unconsciousness, wish-fulfillment, psychic energy, the meaning of mental phenomena) and assessment of the justification for theoretical and clinical claims in psychoanalysis. Students are urged to read Freud's *General Introduction to Psychoanalysis* and some of the *Interpretation of Dreams* before the course.
Prerequisite: Psychology 101, 215, 220 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Shope

Phil 478 Independent Study I
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy department.
3 Lect Hrs 3 Credits
Staff

Phil 479 Independent Study II
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy department.
3 Lect Hrs 3 Credits
Staff

Phil 480 Group Independent Study
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy department.
3 Lect Hrs 3 Credits
Staff

Phil 481 Selected Special Topics in Philosophy
Selected special topics in philosophy.
Prerequisite: Philosophy 100 or 108.
3 Lect Hrs 3 Credits
Staff

Phil 501 Internship in Philosophy
Student will assist in direction of research on contemporary issues carried on in Philosophy 101.
Prerequisite: Permission of Philosophy department.
1 Credit
Staff

Physics

Marvin M. Antonoff, Associate Professor, Chairperson; Professors Donald H. Lyons, D.V.G.L.N. Rao, Freda Salzman, George Salzman; Associate Professors Leonard A. Catz, Edward S. Ginsberg, Harold P. Mahon, Arthur W. Martin, Benjamin R. Mollow, Martin Posner, John Shane; Assistant Professors Paul H. Keyes, Nareshcandra P. Shah.

Requirements for Graduation
Majors must earn a minimum of 32 credits in Physics courses, including Physics 211, 312, 321, and 4 credits of laboratory courses at the level of 281 or higher. Physics 371 counts as one of these laboratory courses. Physics majors must also complete Mathematics 310. Physics courses intended primarily for non-science students (Physics 121 to 150) are open to majors but do not normally count toward the minimum requirements for graduation. With the prior approval of the department, a physics major may complete up to 9 credits of course work in other natural sciences, mathematics, and the Physics 121-150 series in lieu of advanced Physics electives. This prior approval is important. Physics majors are requested to plan ahead and to judge whether they will be seeking such approval. If so, they should submit a written note to the Chairperson of the department.

Most Physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more Physics and Mathematics than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350, 421, and 422, and two or more semesters of mathematics, such as Mathematics 311 and 320. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Whenever possible, Physics majors should begin their work in both Physics and Mathematics in the freshman year by enrolling in Physics 113-114, 181-182, and Calculus. Students who are interested in Physical Science or Engineering, but who are not ready to move into Physics 113-114, should consider enrolling first in Physics 105-106.

Courses for Non-Science Majors

Courses numbered between 121 and 150 are intended primarily for non-science students. They all emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semester of these courses has no prerequisites and is open to all students. They satisfy the natural science requirements and carry 4 credits. The interdisciplinary course Science for Humane Survival (Intr-d 125-126) is taught principally by Physics faculty members and can be considered as part of the 121-150 series.

Introductory Physics Courses

Physics 105-106 is a laboratory centered course intended for students who are not necessarily well prepared in science or mathematics but who have a scientific or technical inclination. It may also appeal to non-science students who prefer a practical, rather than theoretical, introductory course. Physics 107-108 is a course intended primarily for students majoring in biological or behavioral sciences. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Physics 113-114 is a calculus level introductory course intended for students in the physical sciences, pre-engineering, and mathematics. Physics 211 completes the introductory sequence of calculus level courses.

Physic 105, 106 Exploring the Physical World I, II
A laboratory-centered course that uses observation and measurement to approach the principles underlying everyday devices and phenomena. The course is intended especially for students with a technical or scientific inclination who are not well prepared in science and mathematics and therefore need an introductory foundation course. Also open to non-science students who enjoy laboratory work and prefer the practical to the theoretical.
2 Lect Hrs, 3 Lab Hrs 4 Credits
Staff

Physic 107 College Physics I
Non-calculus introductory physics for the student with a strong interest or background in science. Topics in mechanics, wave motions, heat, kinetic theory of gases, electricity, optics, atomic and nuclear physics. Biology majors, premedical students, and others who need or want laboratory work in physics should enroll concurrently in Physics 171-172. (Physics 181-182 is also available).
Prerequisite: Mathematics 130 or permission of instructor.
3 Lect Hrs, 1 Disc Hr 4 Credits
Staff

Physic 108 College Physics II
A continuation of Physics 107. Non-calculus introductory physics for the student with a strong interest or background in science. Topics in mechanics, wave motions, heat, kinetic theory of gases, electricity, optics, atomic and nuclear physics. Biology majors, premedical students, and others who need or want laboratory work in physics should enroll concurrently in Physics 171-172. (Physics 181-182 is also available).
Prerequisite: Physics 107 or permission of instructor.
3 Lect Hrs, 1 Disc Hr 4 Credits
Staff

Physic 113 Fundamentals of Physics I
Topics in classical physics, including mechanics, thermodynamics, and kinetic theory, basic concepts of calculus are introduced within the context of physical phenomena. Students who need or want laboratory work in physics should enroll concurrently in Physics 181. (Physics 171 is also available).
Corequisite: Mathematics 140. Corequisite for Physics majors — Physics 181 or 171.
3 Lect Hrs, 2 Disc Hrs 4 Credits
Staff

Physic 114 Fundamentals of Physics II
Electricity, magnetism, waves and light, further development of mathematical tools of physics. Students who need or want laboratory work in physics should enroll concurrently in Physics 182. Physics 172 is also available. Note: Phys 114 may be substituted for Math 150 as a prerequisite for Math 240.
Corequisite: Mathematics 141. Corequisite for Physics majors — Physics 182 or 172.
3 Lect Hrs, 2 Disc Hrs 4 Credits
Staff

Physic 121, 122 Introduction to Astronomy I, II
Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration and life on other worlds.
3 Lect Hrs 4 Credits
Staff

Physic 123, 124 Concepts of Modern Physics I, II
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
3 Lect Hrs 4 Credits
Staff

Physic 131 Special Topics
One or more topics in physics, chosen for their current scientific significance and/or importance to society, will be covered. Scientific, technical and appropriate social aspects will be discussed. Specific topics and number of credits to be announced in preregistration booklet.
Prerequisite: Will be stated when specific topics are announced.
1-4 Credits
Staff

Physic 132 Energy
The problems of energy — what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization are considered from all aspects: scientific, technical environmental, economic, etc. Topics include: theory of energy. Generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources. General problems related to the production and consumption of energy, and problems specific to particular sources.
3 Lect Hrs 4 Credits
Staff

Physic 133 Introduction to Earth Science I
A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics included are: the origin of the earth, its energy and material resources, earthquakes, volcanism, tides, the weather, and other geophenomena, the evolution of life and the environmental impact of human technology.
Corequisite: Physics 135.
3 Lect Hrs 4 Credits
Staff

Physic 134 Introduction to Earth Science II
A descriptive introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and ecology. Emphasis is placed on understanding geophysical processes of importance to human beings and their environment. Topics included are: the origin of the earth, its energy and material resources, earthquakes, volcanism, tides, the weather, and other geophenomena, the evolution of life and the environmental impact of human technology.
Prerequisite: Physics 133. Corequisite: Physics 136.
3 Lect Hrs 4 Credits
Staff

Physic 135 Earth Science Laboratory I
A two-semester laboratory course designed to accompany an introductory course in earth science (e.g. Physics 133-134). Basic experiments include: examination of minerals, rocks, and fluid earth materials, analysis of sedimentary processes and weathering; study of diverse geological processes using topographic and geologic maps, aerial photographs, and field trips.
Corequisite: Physics 133.
2.5 Lab Hrs in Alternate Weeks 1 Credit
Staff

Physic 136 Earth Science Laboratory II
A two-semester laboratory course designed to accompany an introductory course in earth science (e.g. Physics 133-134). Basic experiments include: examination of minerals, rocks, and fluid earth materials, analysis of sedimentary processes and weathering; study of diverse geological processes using topographic and geologic maps, aerial photographs, and field trips.
Corequisite: Physics 134.
2.5 Lab Hrs in Alternate Weeks 1 Credit
Staff

Physic 171, 172 Introductory Physics Laboratory I, II
A two-semester course designed primarily for biology majors and premedical students. Experiments in basic physics on mechanics, electricity and magnetism, and optics with applications on the use of physical instruments and techniques in biology and medicine, such as theory and use of the microscope, the centrifuge, and electrophoresis techniques.
Corequisite: Physics 107-108 or 113-114
2.5 Lab Hrs in Alternate Wks 1 Credit
Staff

Physic 181, 182 Physics Laboratory I, II
Two semesters of laboratory work in mechanics, thermodynamics, electricity and magnetism, and optics. Students are offered the opportunity to develop extended projects with the guidance of the instructor. The course is designed for science majors or others having interest in exploring and explaining physical phenomena through laboratory work.
Corequisite: Physics 107-108 or 113-114.
2.5 Lab Hrs in Alternate Wks 1 Credit
Staff

Physic 211 Introduction to Contemporary Physics
Special relativity, atomic physics and elements of quantum mechanics, introduction to elementary particle physics, nuclear physics and solid state physics.
Prerequisite: Physics 114.
Corequisite: Mathematics 240 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 221 Astrophysics, Relativity, and Cosmology
Introduction to Einstein's theories of special and general relativity and the idea of curved space-time. Application to cosmological theories of the universe, including the big bang and steady state models. Analysis of observation evidence for such theories.
Prerequisite: Physics 122 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 281 Physical Laboratory I
Basic principles of experimental physics and error analysis. Experiments in mechanics, heat, optics, electricity, magnetism, atomic and nuclear physics.
Prerequisite: Physics 172 or 182 or permission of instructor.
4 Lab Hrs 2 Credits
Staff

Physic 312 Mechanics
Principles of Newtonian mechanics, conservation laws, gravitational potential theory and conservative fields, central forces, oscillatory systems, rigid body rotation and relativistic mechanics.
Corequisite: Mathematics 310.
Prerequisite: Physics 211 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 321 Theory of Electricity and Magnetism I
Basic concepts of electric and magnetic fields, electrostatics, magnostatistics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization and diffraction.
Prerequisite: Mathematics 240, Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 322 Theory of Electricity and Magnetism II
A continuation of Physics 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, special relativity.
Prerequisite: Physics 321, Mathematics 270.
3 Lect Hrs 3 Credits
Staff

Physic 350 Statistical Physics
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 371 Basic Electronics with Lab
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, pulse amplifiers — to be covered in lectures.
Prerequisite: Physics 114, 172 or 182.
1 Lect Hr, 4 Lab Hrs 3 Credits
Staff

Physic 374 Selected Topics in Electronics
Concepts of digital measurements, counting, timing and switching, diode circuits, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readout, digital, analog-digital instruments, and systems.
Prerequisite: Physics 371.
3 Lect Hrs 3 Credits
Staff

Physic 382 Intermediate Laboratory
Experiments in geometrical and physical optics, electronics, atomic physics, nuclear physics. Individual program of experiments for each student according to his interests and previous experience.
Prerequisite: Physics 281.
Corequisite: Physics 321 or permission of instructor.
4 Lab Hrs 2 Credits
Staff

Physic 421 Atomic Physics and Introduction to Quantum Mechanics
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics. The role of the Pauli principle and spin in determining periodic atomic properties, radiation phenomena.
Prerequisite: Physics 312 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Physic 422 Nuclear and Particle Physics
A continuation of Physics 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problem in quantum mechanics, particles.
Prerequisite: Physics 421.
3 Lect Hrs 3 Credits
Staff

Physic 430 Introduction to Solid State Physics
An introductory treatment of the physics of solids.
Prerequisite: Physics 350 and 421.
3 Lect Hrs 3 Credits
Staff
Offered in Alternate Years

Physic 479, 480 Readings in Physics I, II
Supervised individual study of special topics in physics that are not available in a regular course.
Prerequisite: Junior standing, approval of plan of study by supervising instructor and by department chairperson.
Hrs by Arrangement 1-3 Credits
Staff

Physic 481, 482 Advanced Laboratory
Experimental work in a variety of fields selected to meet the needs of the student.
Prerequisite: Physics 371 or 381 or 382 or permission of instructor.
6 Lab Hours 3 Credits
Staff

Physic 487, 488 Research in Physics
Supervised research.
Prerequisite: Junior standing and approval by supervising instructor and department chairperson.
Hrs by Arrangement 1-3 Credits
Staff

Polish

Polish 101 Elementary Polish I
For students with no previous knowledge of Polish. Development of the four language skills, based on an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Dick

Polish 102 Elementary Polish II
A continuation of Polish 101. For students with no previous knowledge of Polish. Development of the four language skills, based on an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Mr. Dick

Polish 201 Intermediate Polish I
An intensive review and grammar and practice in speaking, hearing, reading and writing.
Prerequisite: Polish 102.
4 Lect Hrs 4 Credits
Mr Dick

Polish 202 Intermediate Polish II
An intensive review of grammar and practice in speaking, hearing, reading and writing.
Prerequisite: Polish 201
4 Lect Hrs 4 Credits
Mr. Dick

Political Science

Arthur P. Simonds, Assistant Professor, Chairperson; Commonwealth Professors William Roy Hamilton, Franklin Patterson; Professors George Goodwin, Jr., Robert J. Steamer, Glenn E. Tinder; Associate Professors Arnold Beichman, Thomas P. Kanza, Sanford R. Lieberman, Primo Vannicelli; Assistant Professors Paul E. Beard, Mona A. H. Gagnon, Talbott W. Huey, Xandra Kayden, Janet Kelly, Morris Lounds, James Ward; Instructors Keitha Fine, John D. Spence, Alan Posner

Requirements for Graduation
Political Science majors are required to complete one of the following:

1 - Pol Sci 123 plus ten additional courses in Political Science, of which at least one is to be included from each of the following four areas: Politics of Industrial Societies; Politics of Transitional Societies; International Relations; Political Theory. As many as three of the ten courses may be taken in cognate fields if they are part of a program which is approved by the student's advisor.

2 - Pol Sci 122, Pol Sci 123, plus seven additional courses in Political Science of which at least one is to be included from each of the following four areas: American Government; Comparative Government and Politics; International Relations; Political Theory.

The following requirements are effective on a mandatory basis, for students who graduate June, 1979 or later; they are optional for students who graduate before that date. (Subject to Academic Affairs Approval)

All majors in Political Science must take Pol. Sci. 122, Pol. Sci. 123, and eight additional courses in Political Science of which at least one must be taken in each of the following four areas:

The Politics of an Industrial Society
The Politics of a Transitional Society
International Relations
Political Theory

Students who complete the requirements of a second major or of a concentration in addition to their Political Science major may, with the approval of their advisor apply up to two courses in cognate fields toward this total of ten.

No more than three courses in practical politics or internships, and no more than three courses in independent study or honors work may be counted toward these requirements.

Students who have done distinguished academic work in the Department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisor prior to the completion of their junior year.

Pol Sci 122 Government and Politics of the United States
The three main branches of the national government, federalism, political parties and interest groups, and governmental functions.
3 Lect Hrs 4 Credits
Staff

Pol Sci 123 Political Ideas of the Twentieth Century
Major political viewpoints of the present, including conservatism, liberalism, Marxism and Fascism.
3 Lect Hrs 4 Credits
Staff

Pol Sci 124 Topics in Political Analysis
An introduction to the study of politics through the examination of selected case problems from a variety of areas. Topics will change from instructor to instructor, and from year to year.
3 Lect Hrs 4 Credits
Staff

Pol Sci 200 Comparative Politics
Introductory study of foreign political systems. Examines industrial and Third-World systems, and focuses on comparative patterns of political change.
3 Lect Hrs 3 Credits
Mr. Huey

Pol Sci 220 International Relations
Analysis of the basic principles and concepts which explain the behavior of states as they interact with each other. Examination of the struggle for power and the search for order in historical and contemporary perspective. Special attention to: the causes, functions, and effects of war, the role of power, national interest, foreign policy-making, nationalism, the Third World, ideology and technology in international politics; emerging patterns of transnational interdependence.
3 Lect Hrs 3 Credits
Mr. Posner, Mr. Vannicelli

Pol Sci 230 Introduction to Political Analysis
The principal topics will include philosophical foundations to political science, research methods, and statistical approaches.
3 Lect Hrs 3 Credits
Mr. Ward

Pol Sci 303 Public Policy I
Political aspects of social and economic policies in the United States. Analysis of both empirical and normative factors in the formation of public policy.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beard

Pol Sci 307 Political Change and Group Identity
The course will be concerned with the impact of group identity - racial, tribal, religious, ethnic, national - on political systems in the developing and developed countries.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lounds

Pol Sci 309 Political Behavior
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Patterson

Pol Sci 311 Political Parties
The American political process, with emphasis on political parties, pressure groups and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Goodwin

Pol Sci 315 Political Decision-Making
The way in which decision-making is shaped by the political environment in both the public and private sectors.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Kayden

Pol Sci 318 The Legislative Process
The function of national and state legislatures, and the role played by political parties and interest groups in the legislature.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Goodwin

Pol Sci 324 The American Presidency
The powers, the limitations, and the organization of the presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beard

Pol Sci 325 Public Administration
The bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beard

Pol Sci 327 Public Management I
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts will provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Hamilton

Pol Sci 328 Public Management II
Prerequisite: Politics 327 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Hamilton

Pol Sci 329 American Constitutional Law and Theory
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial powers, the way it inhibits and facilitates operation of the political process and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon, Mr. Spence

Pol Sci 332 Civil Liberties in the United States
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on four areas: freedom of press and speech, freedom of religion, rights of persons suspected or accused of a crime, and the development of status of rights of blacks and other minorities.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon, Mr. Spence

Pol Sci 338 Massachusetts Politics
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Donahue

Pol Sci 341 Metropolitan Politics
Municipal politics, organization and functions, special references to impact of recent social and economic changes upon city, suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Paul

Pol Sci 344 Problems of Urban Politics
Some of the philosophical issues raised by urbanization — Are cities necessary and is the relatively democratic structure of the American cities responsible for some of their problems and has there been a revolution of rising expectations in urban life considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Paul

Pol Sci 351 The Politics of National Development
The extent to which elements of the Third World have progressed from statehood to nationhood during the quarter century following the great anti-colonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beichman

Pol Sci 353 European Political Development
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, class and party politics, will be among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs 3 Credits
Mr. Simonds

Pol Sci 354 Postwar European Problems
A comparative review of postwar problems in Europe: postwar recovery parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Posner

Pol Sci 355 Comparative Rural Politics
An advanced course to investigate the politics of non-urban peoples around the world, especially peasants. Discussion will focus on the implications of rural and peasant life for social and political change. Students will read extensively and give book reports in class.
Prerequisite: Politics 200 or equivalent.
3 Lect Hrs 3 Credits
Mr. Huey

Pol Sci 356 Comparative Public Administration
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credis
Ms. Fine

Pol Sci 360 Government and Politics of Britain
Political institutions as they exist in the land of ultrastability, social accommodation and circulatory elitism. Comparisons with institutions in other western democracies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Beichman

Pol Sci 363 Government and Politics of the Soviet Union
The historical and ideological origins of the Soviet Union, the role of the Communist Party in Soviet society, interest groups in the Soviet Union and the nature of Soviet society today.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Pol Sci 365 Forms of Domination in Contemporary Capitalist Society
An examination and critique of the ways in which power is exercised in advanced capitalist societies, concentrating on the instruments of the state, the market, and culture.
3 Lect Hrs 3 Credits
Mr. Simonds

Pol Sci 371 Latin American Government
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
3 Lect Hrs 3 Credits
Mr. Spence

Pol Sci 387 East Asian Revolutions
A study of the Chinese revolution of the 20th century and contemporary Chinese government.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Huey

Pol Sci 388 Revolution in Southeast Asia
Concentrates on the experience of the Vietnamese revolution of the past 20 years comparing it with political developments in other SouthEastAsian countries.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Huey

Pol Sci 391 Government and Politics of Africa
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Pol Sci 392 Government and Politics of Africa
A continuation of Politics 391. African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing
3 Lect Hrs 3 Credits
Mr Kanza

Pol Sci 402 World Politics and World Order
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: Politics 220 (International Relations) or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Posner

Pol Sci 411 International Organizations I
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Pol Sci 412 International Organizations II
Continuation of Politics 411, emphasizing regional political and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Kanza

Pol Sci 415 Law and International Relations
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include: the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon

Pol Sci 416 Intervention in International Law
A study of the legal norms defining the problem of interference by outside forces in the internal affairs of a state, including questions of interference by other states, by international organizations and by private corporations.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Ms. Gagnon

Pol Sci 420 Imperialism
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism in both its overt and ambigious forms, as an aspect of international relations in the nineteenth and twentieth centuries - that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians, Marxist and liberal, and practitioners.
Prerequisite: Junior standing
3 Lect Hrs 3 Credits
Ms. Gagnon

Pol Sci 424 American Foreign Policy
Major issues and problems of American foreign policy in the contemporary world. The domestic sources of foreign policy. Problems examined will vary from year to year.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Posner

Pol Sci 430 Soviet Union Foreign Policy
Topics include continuity and change in Russian and Soviety foreign policy. The role of ideology and national interest, the origin of the Cold War, the Sino-Soviet dispute and Soviet-East European relations.
Prerequiste: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Pol Sci 451 Ancient and Medieval Political Thought
The origins and the early development of the main political ideas of the West.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Ward

Pol Sci 452 Modern Political Thought
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Simonds, Mr. Ward

Pol Sci 454 Recent and Contemporary Political Thought
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the nineteenth century. The differences among the various schools of thought such as the New Left, conservatism, behavioralism, and existentialism will be stressed and critically examined.
3 Lect Hrs 3 Credits
Mr. Tinder

Pol Sci 459 Karl Marx
An investigation of the origins of modern critical social theory through extensive reading from Marx's entire body of writings.
3 Lect Hrs 3 Credits
Mr. Simonds

Pol Sci 462 Socialism in the Modern World
The origins and doctrines of modern socialism with particular emphasis on Marxist-Leninist thought. Topics include utopian and guild socialism, Fabianism, syndicalism, Titoism, Marxian revisionism, Maoism, and socialism in the United States.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Lieberman

Pol Sci 464 New Left Politics and Theory
During the first half of the course students will be exposed to the major currents of Marxist thought in the twentieth century, as represented primarily in the writings of east and west European Marxist revisionists. This will provide the background for the second half of the course in which students will research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs 3 Credits
Ms. Fine

Pol Sci 465 Women in Revolutions
The course is designed to explore two interrelated problems: 1. The content of traditional Marxist theory and the woman question, and its impact on some now famous Bolshevik women who became revolutionary activitists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Intro Politics or history course.
3 Lect Hrs 3 Credits
Ms. Fine

Pol Sci 468 American Political Thought
An analytical and historical study of the development of American political thought and institutions from colonial times, primary source readings feature the ideas and deeds of those who have shaped the American concept of free government.
Prerequisite: Junior standing
3 Lect Hrs 3 Credits
Ms. Paul

Pol Sci 470 Christianity and Politics
Reflection on political problems as seen from various Christian standpoints. Current problems, and contemporary recent Christian thinkers, will be emphasized. Particular attention wll be paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs 3 Credits
Mr. Tinder

Pol Sci 477 Special Topics in Politics
Intensive study of topics in politics. Course content and credit will vary each semester and will be announced during the advance registration period. Fulfills social science core requirement.
Hrs by Arrangement 1-3 Credits
Staff

Pol Sci 478 Independent Study
A course of reading and investigation designed to supplement regular departmental offerings. Topics will be worked out by instructor and student. Regular papers will be required.
Hrs by Arrangement 3 Credits
Staff

Pol Sci 479 Independent Study
A course of reading and investigation designed to supplement regular departmental offerings. Topics will be worked out by instructor and student. Regular papers will be required.
Hrs by Arrangement 3 Credits
Staff

Pol Sci 480 Seminar
Intensive studies in various important fields in politics. Emphasis on independent research. By invitation of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 481 Seminar
Intensive studies in various important fields in politics. Emphasis on independent research. By invitiation of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 484 Special Problems in the Field of Politics
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 485 Special Problems in the Field of Politics
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 486 Seminar - Africa and World Politics I
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: Politics 391 or 392 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Kanza

Pol Sci 487 Seminar - Africa and World Politics II
A continuation of Pol Sci 486, this seminar will concentrate on regional African groupings, the concepts of African unity, the impact of multinational corporations, and the effect of foreign aid and technical assistance.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Kanza

Pol Sci 488 Field Work in Politics I
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisite: Completion of a relevant course, and permission of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 489 Field Work in Politics II
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisite: Completion of a relevant course, and permission of department.
3 Lect Hrs 3 Credits
Staff

Pol Sci 490 Special Problems
Guided reading in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by Arrangement 3 Credits
Staff

Pol Sci 491 Special Problems
Guided reading in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by Arrangement 3 Credits
Staff

Pol Sci 492 Directed Reading in Politics
Reading of 4-6 books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings will be prepared by individual faculty members. Upon completion of a project, students will submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or departmental permission.
Hrs by Arrangement 1 Credit
Staff

Pol Sci 493 Directed Reading in Politics
Reading of 4-6 books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings will be prepared by individual faculty members. Upon completion of a project, students will submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or departmental permission.
Hrs by Arrangement 1 Credit
Staff

Pol Sci 590 Field Practicum in Politics
Prerequisite: Approval of Political Science department.
Hrs by Arrangement 9 Credits
Staff

Portuguese

Port 101 Elementary Portuguese I
Acquisition of basic skills in comprehending speaking, reading and writing using the audio-lingual approach.
4 Lect Hrs, 1 Lab Hr 4 Credits
Ms. Porto-Slover

Port 102 Elementary Portuguese II
Acquisition of basic skills in comprehending speaking, reading and writing using the audio-lingual approach.
Prerequisite: Portuguese 101 or equivalent.
4 Lect Hrs, 1 Lab Hr 4 Credits
Ms. Porto-Slover

Port 201 Intermediate Portuguese I
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Portuguese 102 or equivalent.
3 Lect Hrs, 1 Lab Hour 4 Credits
Ms. Porto-Slover

Port 202 Intermediate Portuguese II
A continuation of Portuguese 201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Portuguese 201 or equivalent.
3 Lect Hrs, 1 Lab Hour 4 Credits
Ms. Porto-Slover

Port 304 Advanced Portuguese I
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: Portuguese 202 or equivalent.
3 Lect Hrs 3 Credits
Ms. Porto-Slover

Port 305 Advanced Portuguese II
Intensive work in conversation and composition, and mastery of these skills.
3 Lect Hrs 3 Credits
Ms. Porto-Slover

Psychology

Steven Schwartz, Associate Professor, Chairperson; Professors Robert Kastenbaum, Bernard M. Kramer, Donald Krus, Bernard Rosenblatt, Maxwell Schleifer; Associate Professors Paul T. Costa, Jr., Dorothy Gampel, Claire Golomb, Barbara Ross, Ina Samuels; Assistant Professors Dennis Byrnes, Lawrence Gaines, Milton Kotelchuck, Joan Liem, Mildred McIntyre, Brian Mishara, Donald Mixon, Celia Moore, Samuel Osherson, Howard Ramseur, Edward Strickland; Lecturers Melvin Barton, Lois B. Biener, Nelson Butters, Robert L. Geiser, Margaret Gorman, Peter Gumpert, Judith Kellmer, John F. Murphy, George Michel, Jr., Ausma K. Rabe, Robert D. Rossel, Jonathan Slavin, Ann Story.

Requirements for Graduation

The unified Psychology Department in the College of Arts and Sciences is presently discussing graduation requirements for majors in Psychology. The department expects to have a unified set of requirements in place by September, 1977. At present, students are expected to complete the requirements for the college to which they were originally assigned. The requirements for students who were originally enrolled in Psychology I are as follows:

Psychology 101
Psychology 102

Two 200-level courses from Section A (General Theory) and Method, Psychobiology, Information Processing)

Two 200-level courses from Section B (Clinical-Personality, Developmental, Social)

Two advanced courses at the 300-400 level from any area.

One additional course from any area at any level.

The requirements for students who were enrolled in Psychology II are as follows:

Psychology 101

A research methods course (Either 102, Psych. Statistics, Math Statistics, Experimental Psychology, Research Methods and Statistics, Lab in Social, or Lab in Learning)

7 additional Psychology courses — Psychology II recommends but does not require that students take at least two courses from Section A and two from Section B.

Majors who intend to apply to graduate departments of Psychology are strongly advised to take Systems of Psychology and Advanced Research Methods and Statistics.

Cognate credit toward the Psychology major is granted for Psychological Anthropology (Anthropology 254) and Philosophy and Psychoanalytic Psychology (Philosophy 375). Transfer courses approved by the Registrar are not automatically granted major credit. Transfer students seeking major credit for Psychology courses taken elsewhere should obtain the approval of the Curriculum Committee.

Double majors must be approved by the Psychology Department Curriculum Committee and must fulfill the normal requirements listed above.

Psych 101 Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, motivation and emotion.
3 Lect Hrs 4 Credits
Ms. Samuels, Staff

Psych 102 Introduction to Psychological Research
Basic methods used by psychologists in the scientific study of behavior, experimental, naturalistic observation, clinical case-study methods, etc. will be considered. Elementary descriptive statistics.
Prerequisite: Psychology 101.
2 Lect Hrs, 1.5 Lab Hrs 4 Credits
Mr. Byrnes, Mr. Mixon

Psych 200 Personality
Comparative approach to personality theories of Allport, Cattell, Freud, Maslow, Murray, Kelley, ego psychologists, self-theorists and others. An examination of theorists' conceptions of human nature is used as a framework for discussing their formal theories. Empirical research on the theories and their applications also considered.
3 Lect Hrs 3 Credits
Mr. Costa, Mr. Ramseur, Mr. Gaines

Psych 202 Human Motives and Emotions
Investigation of the basic motivational and emotional dynamics underlying human behavior, with emphasis on experimental and conceptual approaches.
Prerequisite: Psychology 101 and 102.
3 Lect Hrs 3 Credits
Mr. Gaines

Psych 212 Advanced Research Methods in Psychology
Advanced aspects of research design, methods of analysis, inferential statistics will be covered.
Prerequisite: Psychology 101 and 102 or 270.
3 Lect Hrs 3 Credits
Mr. Schwartz

Psych 215 Psychopathology
Etiology, dynamics and treatment of psychopathology.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Gaines, Mr. Ramseur, Ms. McIntyre

Psych 220 Psychoanalysis and the Study of Man
Basic psychoanalytic concepts applied to the study of man.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Rosenblatt

Psych 230 Social Psychology
A basic survey of social psychology, with focus on the nature of human groups and the way man's participation in them affects his own behavior.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Mixon

Psych 231 Laboratory in Social Psychology
The general purpose of the course will be to introduce the student to experimental research methods in social psychology. Class activities will include examination of the relevant literature, participation in predesigned studies, and the formulation, carrying out and analysis of an original research project. The student will have an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders, event recorders, and physiological measurement devices.
Prerequisite: Psychology 230.
3 Lab Hrs 3 Credits
Staff

Psych 232 Community Psychology
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Schleifer, Ms. Liem

Psych 233 Psychology of Language
Behavioral and physiological approaches to the processes underlying language and thought, and of the interrelationships between them.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 235 Psychology and the Afro-American Experience
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black social activism, and the dynamics of individual and institutional racism.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Ramseur

Psych 236 The Psychology of Women
Psychological theories about women from Freud to the present will be examined, with emphasis placed on biological and socio-cultural perspectives as they have influenced the development of a psychology of women. Special attention will be paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.
Prerequisite: Psychology 101. Recommended: Psych 230 or 240 or 241.
3 Lect Hrs 3 Credits
Ms. Liem

Psych 237 Community Health and Medical Care
An examination of psycho-social characteristics and determinants of community health and medical care.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kramer

Psych 240 Life-Span Developmental Psychology
Cognitive, social and personality development throughout the entire individual life cycle.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Golomb

Psych 241 Infancy and Childhood Development
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis will be placed on early perceptual, cognitive, social and affective development bearing the following questions in mind. How does the world of space and objects appear to the infant? How does he acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role do the significant people play in his life?
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Golomb

Psych 242 Adolescence
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course will also focus upon major problems and characteristics of adolescents in modern society
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Mishara

Psych 243 Psychology of Human Aging
A developmental approach to human integrity and functioning in the second half of the lifespan. Stereotyped ideas about the aging process are critically reviewed. Special attention is given to newer approaches to facilitating psychological well-being in the later years of life.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Mishara, Mr. Kastenbaum

Psych 244 Death, Dying and Lethal Behavior
Explores our total relationship to death. It draws upon material from psychology and related fields, and from personal experience and events of the day.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kastenbaum

Psych 245 Educational Psychology
Application of psychological concepts to education with emphasis on the role of the school, the family, the classroom, and the teacher in the educational process.
3 Lect Hrs 3 Credits
Mr. Schleifer

Psych 250 Learning
An introduction to current views of learning, and its development, concepts, application, theoretical issues and behavioral change.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Byrnes, Mr. Strickland

Psych 251 Lab Methods in Learning
Lab experiments with both animal and human subjects covering diverse learning phenomena.
Prerequisite: Psychology 102 or 270 and 250 (May be taken with 250).
1 Lect Hr, 4 Lab Hrs 3 Credits
Mr. Byrnes

Psych 255 Perception
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with the perception-personality relationships.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Krus, Mr. Byrnes

Psych 256 Laboratory in Perception
Introductory laboratory methods and data analysis used in the study of perception.
Prerequisite: Psychology 101 and 255.
3 Lab Hrs 3 Credits
Staff

Psych 260 Physiological Psychology
An examination, in depth, of selected topics in physiological psychology, including evolution of vertebrate nervous system, communication in the central nervous system, physiological methods, emotion, reward and punishment.
Prerequisite: Psychology 101 or Intro Biology.
3 Lect Hrs 3 Credits
Ms. Samuels

Psych 265 Comparative Psychology
Evolution of behavior, similarities and differences for environmental adjustment and for behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Moore

Psych 266 Laboratory in Animal Behavior
The lab will introduce practical aspects of the study of species-typical behavior. Both observational and experimental techniques will be used with a variety of behavior patterns in a variety of species.
Prerequisite: Psychology 101 and 102 or 270 and 265.
(May be taken with 265).
3 Lect Hrs 3 Credits
Ms. Moore

Psych 270 Statistics
Scientific method as it applies to psychology and the role of statistics within that method. Fundamental statistical concepts and techniques, primary stress is on the logic which underlies their use as descriptive and analytic tools in psychological inquiry.
Prerequisite: Psychology 101 and high school Algebra or Math 130 (Students should take Psych 120 or Psych 270 not both).
3 Lect Hrs 3 Credits
Staff

Psych 275 Experimental Psychology
Scientific methods in general and experimental methods in particular are covered. Emphasis is placed on developing the ability to critically evaluate the evidence upon which various assertions are made.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Schwartz, Mr. Strickland

Psych 280 History of Psychology
An examination of various views of man over time and the treatment of basic philosophical-psychological questions. The objective of the course is for the student to gain a sense of changing emphasis relative to broad issues such as sociocultural factors, intellectual, technological advances, etc.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Ms. Ross

Psych 285 Psychology, Psychiatry and the Law
The course will cover several issues that jointly concern lawyers, psychiatrists, and psychologists working in the menal health field. Such issues include involuntary civil commitment of the mentally ill, criminal responsibility tests, and the special handling of dangerous offenders. Each of these issues raises serious methodological and philosophical questions for all the professionals who participate in the decision making-process. The assigned readings will focus on some of the substantive problems raised by these questions and the conflicting methodologies often employed by the different professional disciplines in their attempt to resolve the inevitable tension between the rights of the individual and the rights of a society.
3 Lect Hrs 3 Credits
Staff

Psych 291 Environmental Psychology
Investigation of the effects of the physical environment on people and vice-versa. Examination of such issues as how different individuals and groups respond to the physical environment; citizen participation in environmental planning.
3 Lect Hrs 3 Credits
Staff

Psych 300 Psychological Testing
An examination of the assessment process and the methods (tests interviews, observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prerequisite: Psychology 101 and 102 or 270.
3 Lect Hrs 3 Credits
Mr. Schleifer, Mr. Costa

Psych 310 Time, Space and Fantasy
Far-ranging exploration of the human imagination as applied to the dimension of time and space.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Mr. Kastenbaum

Psych 330 New Approaches to Social Psychology
Seminar in recent theoretical, empirical and methodological developments in social psychology.
Prerequisite: Pyschology 101 and 230.
3 Lect Hrs 3 Credits
Mr. Mixon

Psych 331 Nature of Prejudice
Examination of psychological and socio-cultural factors in intergroup prejudice. Will use the classic work by Gordon Allport as an analytic framework and incorporate subsequent developments in the social sciences.
Prerequisite: Psychology 101 and Pysch 230 or Sociol 101.
3 Lect Hrs 3 Credits
Mr. Kramer

Psych 333 Group Dynamics
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments - physical, personal, social, and task. Each of these interrelated environments influence various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as interrelated processes of social interaction.
Prerequisite: Psychology 101 and 230.
3 Lect Hrs 3 Credits
Mr. Mixon, Ms. Liem

Psych 334 Seminar in Role Playing
An examination of conceptual, descriptive, and empirical uses of the concept 'role' in behavior analysis (role theory, dramaturgical analysis) and conscious uses of role playing in the theatre, psychotherapy, education, research, and everyday life.
Prerequisite: Psychology 101 and 230.
3 Lect Hrs 3 Credits
Mr. Mixon

Pysch 340 Representational Development
Primarily concerned with symbol formation in child art and child play, and organized in the form of a seminar consisting of lectures, discussions and student presentations. The main area of study will be child art, pretense play and fantasy, imitative actions and copying, with some exploration of the role of fairytales in early childhood.
Prerequisite: Psychology 101 and 241.
3 Lect Hrs 3 Credits
Ms. Golomb

Psych 341 The Family and the Child: A Psychological View
The role of the family in psychological development of the child. A psychodynamic view of the family, to examine stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisite: Psychology 101 and 240 or 241 and 242.
3 Lect Hrs 3 Credits
Mr. Schleifer, Ms. Liem

Psych 343 Field Study in Aging
Integrates theories and empirical findings in aging with practical field experience. Students spend 4 hours per week in field placement with the elderly; two class meetings weekly devoted to discussion of field experiences and assigned readings on theory and research.
Prerequisite: Psychology 240 or 243 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Mishara

Psych 350 Cognitive Psychology
An exploration of how man develops strategies for obtaining information from his environment, and how this information is organized, stored, and retrieved for later use.
Prerequisite: Pyschology 101 and 250 or 255.
3 Lect Hrs 3 Credits
Mr. Schwartz

Psych 351 Lab in Cognitive Psychology
Experiments on a variety of higher processes involving human subjects.
Prerequisite: Psychology 350.
3 Lab Hrs 3 Credits
Staff

Psych 355 Sensory Processes and Pattern Recognition
This course will explore the means by which a perceived, remembered and thought about world comes into being from changes in the energy distribution on the retina and fluctuating pressure patterns at the ear; how these become the images that we see and the sounds, speech and music that we hear.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 360 Neuropsychology of Higher Cognitive Processes I
The neural basis of higher cognitive functions such as perception, language and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: Psychology 101 and 260.
3 Lect Hrs 3 Credits
Mr. Butters

Psych 361 Neuropsychology of Higher Cognitive Processes II
A continuation of Psych 360, with emphasis on the neural basis of memory and attention in both animals and humans. The course will focus on the structure and functions of the hippocampus and reticular formation.
Prerequisite: Psychology 101, 260 and 360 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Samuels

Psych 362 Psychopharmacology
Survey of background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention will be given the effects of drugs on development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisite: Psychology 101 and 260.
3 Lect Hrs 3 Credits
Mr. Krus

Psych 363 Man's Emotional Brain
The course will center about the study of possible relationships between 'emotional disturbance' and central nervous system (CNS) dysfunction. It will proceed from a brief overview of CNS organization and description of some major 'emotional disorders' to a directed discussion of how the study of these two seemingly independent bodies of knowledge can be profitably linked. We will be dealing with the borderlands of abnormal and physiological psychology where there is much room for speculation and discovery.
Prerequisite: Psychology 101, 200, 215 and 260 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. McIntyre

Psych 415 Normality and Psychopathology in Childhood
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influence of physical illness and hospitalization of mental development, object loss, the diagnostic profile, and the concept of the representational world.
Prerequisite: Psychology 101, 200 and 220, and 240 or 241.
3 Lect Hrs 3 Credits
Mr. Rosenblatt, Mr. Schleifer

Psych 425 Freud Case Histories
Wolfman, Schreber, Little Hans. Special attention to the problems of the case history as scientific evidence.
Prerequisite: Psychology 101, 200 and 215 or 220, and 240 or 241.
3 Lect Hrs 3 Credits
Mr. Rosenblatt

Psych 442 Field Course in Early Child Development
This course is designed as a field laboratory course and fulfills two distinct functions: (a) it exposes the student to children in a naturalistic setting (nursery school or day-care setting) and trains him/her in the role of teaching assistant or early childhood caretaker; (b) it trains the student in research methods and techniques of data collection relevant to issues in child development. This involves the study of selected problems, search of the literature, formulation of hypotheses, design of observational and experimental studies, data collection and analysis, and the writing of research reports.
Prerequisite: Psychology 101, 102, or 270, and 240 or 214.
7 Hrs 4 Credits
Ms. Golomb

Psych 445 Advanced Seminar in Developmental Psychology
Role of parents in promoting growth of children with intellectual, physical, emotional and perceptual disabilities. A review of theory and research with an examination of implications for rehabilitation.
Prerequisite: Psychology 101 and 240 or 241 and 242.
3 Lect Hrs 3 Credits
Mr. Schleifer

Psych 465 Psychobiology of Development
Problems in behavioral development will be explored from an evolutionary perspective. A major emphasis of the course will be the formulation of general principles of development applicable to a wide variety of species. A second emphasis will be placed on interpreting. The relation of the animal literature to an understanding of human development. Specific topics will be drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisite: Psychology 101 and 240 or 241 and 260 or 265 or permission of instructor.
3 Lect Hrs. 3 Credits
Ms. Moore

Psych 480 Systems of Psychology
A study of major trends in contemporary psychology, with particular emphasis on behavioristic and phenomenological viewpoints. An examination of the leading movements is based on historical evaluation of the classical systems and major concepts.
Prerequisite: Psychology 101. For senior Psych majors only.
3 Lect Hrs 3 Credits
Ms. Ross

Pysch 481 Field Course in Early Child Development
Designed as a field-laboratory course. Students work four hours per week in an approved cooperating institution, and meet once a week for a three hour period of academic coursework. Coursework consists of the selection of suitable research topics, discussion of the relevant literature and of methods of inquiry, the formulation of hypotheses, the collection of data, the analysis and interpretation of the results, and finally the writing of research reports.
Prerequisite: Psychology 101, 102 or 270 and 241 or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Golomb

Psych 485 Humanistic Psychology
An examination of the historical roots of the contemporary writers in existential and humanistic psychology. Studies on human health, growth, neurosis, and self-actualization will be emphasized
Prerequisite: Psychology 101, 240 or 241 and 200 or 230.
3 Lect Hrs 3 Credits
Ms. Golomb

Psych 488 Problems in Psychology I
Independent work on special problems or in certain fields of psychological interest. Students must arrange with an individual instructor and have project approved by the department.
Prerequisite: Psychology 101.
Hrs by Arrangement 1-4 Credits
Staff

Psych 489 Problems in Psychology II
Independent work on special problems or in certain fields of psychological interest. Students must arrange with an individual instructor and have project approved by the department.
Prerequisite: Psychology 101.
Hrs by Arrangement 1-4 Credits
Staff

Psych 490 Special Topics in Psychology
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisite: Psychology 101.
3 Lect Hrs 3 Credits
Staff

Psych 492 Issues for Psychology
Guest lecturers will discuss new developments interior to psychology as a science or exterior as problems for psychological analysis.
Prerequisite: Psychology 101, juniors and seniors only.
3 Lect Hrs 3 Credits
Mr. Kramer

Psych 495 Advanced Seminar in Psychology
Seminar topics vary by semester.
Prerequisite: Senior standing and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Psych 496 Honors Research
Independent study, research write up and defense of thesis.
Prerequisite: Psychology 499.
Hrs by Arrangement 3 Credits
Staff

Psych 497 Honors Research
Independent study, research write up and defense of thesis.
Prerequisite: Psychology 499.
Hrs by Arrangement 3 Credits
Staff

Psych 498 Senior Honors Seminar I
An intensive program of directed research combined with weekly meetings.
Prerequisite: Psychology 101, 211, 212, a 3.0 grade point average and consent of psychology honors committee.
3 Credits
Staff

Psych 499 Seniors Honors Seminar II
An intensive program of directed research combined with weekly
Prerequisite: Psychology 498.
3 Lect Hrs 3 Credits
Staff

Religious Studies

Relstd 109 Introduction to Religion: Symbol, Myth and Ritual
A comparative introductory and survey course on fundamental subject matter and methods of approach, focusing on the central importance of symbols, myths and rituals. Concentration on such topics as: mythopoeic religion, myth and history, heroes and saviors, mystical transformation, prophetic vision, and contemporary spiritual transcendence.
3 Lect Hrs 4 Credits
Mr. Horsley

Relstd 122 Introduction to Religion: Varieties of Religious Experience
An introductory and survey course in the study of religion, concentrating on certain figures and movements from the major world religious traditions, and using psychological, sociological and theological-philosophical approaches. Readings such as the Gilgamesh Epic, Augustine's *Confessions*, Gandhi's Autobiography, Hasidic stories, Zen Koans, Sufi tales, as well as contemporary writings.
3 Lect Hrs 4 Credits
Staff

Relstd 231 Religions of India
A study of Indian Hindu, Buddhist and other religious forms as expressed in myth, literature, art, and social movements. Equal attention to traditional material such as the Upanishads, the Bhagarad-Gita, and Buddha, and to recent figures and movements such as Gandhi.
3 Lect Hrs 3 Credits
Ms. Waghorne

Relstd 232 Religions of the Far East
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
3 Lect Hrs 3 Credits
Ms. Waghorne

Relstd 241 Old Testament: The Religion of Israel and the Ancient Near East
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest and apocalyptic visions.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 242 New Testament: Judaism and Hellenistic Religion
A study of religion and literature of early Christianity in comparison with other, contemporary Jewish movements — Pharisees, Essenes, etc. — and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement. Some attention to modern literary, musical and cinematic interpretations.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 250 Varieties of Mysticism
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish and Christian religious traditions. Prerequisite: One Religious Studies course or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Relstd 252 Sacred Histories and Myth
A study of the sacred stories of 'great men' in the religions of the the world, focusing on the ways in which 'historical' men and events take on a mythological character. The course will concentrate on readings from the Asian high religions, such as Hindu tales of kings, stories of the Buddha, and legends of Chinese emperors, with some attention to tribal tales of West Africa and the Hebrews.
3 Lect Hrs 3 Credits
Ms. Waghorne

Relstd 255 Religions of the Oppressed
An examination of the religious life and expressions of subject people. Including the relations these have to the programs and ideologies of the oppressors. Concentration on 4 or 5 historical and contemporary movements such as ancient Jewish apocalyptic movements, including Jesus of Nazareth, medieval European millenarian groups, the ghost dance among the American Indians. Certain African liberation movements, black religion in America and the women's liberation movement.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 264 Contemporary Religious Thought
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox, and Daly.
3 Lect Hrs 3 Credits
Mr. Horsley

Relstd 273 Problems in Religion and Ethics
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on 3 or 4 different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II and Third-World Catholic figures.
3 Lect Hrs 3 Credits
Staff

Relstd 276 Religion and Technology
An assessment of technology, including issues such as ecology, alienation, medicine, and warfare, from the perspective of major religious traditions. A consideration of religious-ethical resources for dealing with technology and its impact on man and nature. Special attention may be given to one or two para-dogmatic problems, for example, in genetics or medical ethics.
3 Lect Hrs 3 Credits
Staff

Relstd 478 Independent Study I
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program chairman.
3 Lect Hrs 3 Credits
Staff

Relstd 479 Independent Study II
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program chairman.
3 Lect Hrs 3 Credits
Staff

Relstd 480 Special Topics Seminar
Intensive study of special topics, varying each year. Enrollment will be limited.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Russian

John Dick, Assistant Professor, Chairperson; Associate Professor George Siegel; Assistant Professor Diana Burgin; Instructors George N. Kostich, Anny Newman; Lecturer Ida Pizem.

Requirements for Graduation
Ten courses in the department beyond the intermediate level, which must include Russian 309-310 (Third Year Russian), Russian 261-262, (Russian Literature in Translation), two semesters of Russian Literature in the original, either Russian 305 (Phonetics) or Russian 306 (Structure of Modern Russian), Russian 263 (Russian Culture and Civilization) and Russian 311-312, (Stylistics — Fourth Year Russian).

Honors Program
For graduation with honors in Russian, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded on the basis of 1) their overall performance in their major courses and 2) on their work in Independent Study.

Russ 101 Elementary Russian I
For students with no previous training in Russian. Development of the four language skills, based on an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

Russ 102 Elementary Russian II
A continuation of Russian 101. For students with no previous training in Russian. Development of the four language skills, based on an audio-lingual approach.
4 Lect Hrs, 2 Lab Hrs 4 Credits
Staff

Russ 201 Intermediate Russian I
Intensive review of grammar. Continued practice in speaking, writing and listening.
Prerequisite: Russian 102 or equivalent.
4 Lect Hrs 4 Credits
Staff

Russ 202 Intermediate Russian II
A continuation of Russian 201. Intensive review of grammar. Continued practice in speaking, writing and listening.
Prerequisite: Russian 102 or equivalent.
4 Lect Hrs 4 Credits
Staff

Russ 203 Russian Conversation and Composition
Intensive practice in Russian conversation and composition.
Prerequisite: Russian 102.
2 Lect Hrs 2-3 Credits
Staff

Russ 204 Russian Conversation and Composition
Continuation of Russian 203. Intensive practice in Russian conversation and composition.
Prerequisite: Russian 203.
2 Lect Hrs 2-3 Credits
Staff

Russ 250 Dostoevsky
Historical and literary background. No reading knowledge of Russian required. Russian majors expected to do a part of the reading in the original.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Siegel, Ms. Burgin

Russ 251 Tolstoy
Historical and literary background. No reading knowledge of Russian required Russian majors expected to do a part of the reading in the original.
3 Lect Hrs 4 Credits
Mr. Siegel

Russ 261 Russian Literature in Translation
Modern Russian literature, concentrating on prose from 1800 to the present. No reading knowledge of Russian required. 3 hours, 4 credits.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Siegel, Ms. Burgin

Russ 262 Russian Literature in Translation
Modern Russian literature, concentrating on prose from 1800 to the present. No reading knowledge of Russian required.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Mr. Siegel, Ms. Burgin

Russ 263 Russian Culture and Civilization
Aspects of Russian history, religion, literature, art, architecture, and music studied in relation to one another rather than in isolation. Within the general framework, students are encouraged to pursue topics of individual interest.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Ms. Burgin

Russ 264 Bulgakov, Pasternak and Solzhenitsyn
Readings in English translation of selected novels and short stories of three major Soviet writers.
Prerequisite: Sophomore standing.
3 Lect Hrs 4 Credits
Ms. Burgin

Russ 265 Chekhov
Readings of selected plays and short stories of Chekhov in English translation.
3 Lect Hrs 4 Credits
Mr. Siegel

Russ 267 Soviet Literature
Beginnings and development of Soviet prose, drama and criticism from Gorky to the present. No reading knowledge of Russian required. Majors required to do research in Russian.
3 Lect Hrs 4 Credits
Mr. Siegel, Ms. Burgin

Russ 268 Russian Drama
The masterpieces of the Russian theatre from the beginnings to recent years. Plays from Fonvizin to Gorky. No reading knowledge of Russian required. Majors expected to do a part of the reading in the original.
Prerequisite: Sophomore standing
3 Lect Hrs 4 Credits
Mr. Kostich

Russ 301 Selected Readings in Russian Literature
Reading of selected classics of 19th and 20th century Russian literature, combined with written and oral work.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Mr. Kostich

Russ 302 Selected Readings in Russian Literature
Reading of selected classics of 19th and 20th century Russian literature, combined with written and oral work.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Mr. Kostich

Russ 303 Russian Conversation and Composition
Intensive practice in Russian conversation and composition.
Prerequisite: Russian 202.
2-3 Lect Hrs 2-3 Credits
Staff

Russ 304 Russian Conversation and Composition
Continuation of Russian 303. Intensive practice in Russian conversation and composition.
Prerequisite: Russian 303.
2-3 Lect Hrs 2-3 Credits
Staff

Russ 305 The Sound Patterns of Russian
Detailed analysis of the sound system, articulation and intonational patterns of the Russian language. Emphasis on aural comprehension and oral fluency.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Ms. Newman

Russ 306 Structure of the Russian Language
The structure of the contemporary Russian language. Morphology, accentology and syntax.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Ms. Newman

Russ 309 Third Year Russian I
Reading, problems grammar, composition and conversation.
Prerequisite: Intermediate Russian or equivalent.
3 Lect Hrs 3 Credits
Ms. Newman

Russ 310 Third Year Russian II
A continuation of Russian 309. Reading, problems in grammar, composition and conversation.
Prerequisite: Intermediate Russian or equivalent.
3 Lect Hrs 3 Credits
Ms. Newman

Russ 311 Russian Stylistics
The style of Russian literary works. Practical application of principles of grammar and intensive study of idiomatic expressions.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Mr. Kostich

Russ 312 Russian Stylistics
A continuation of Russian 311. The style of Russian literary works. Practical application of principles of grammar and intensive study of idiomatic expressions.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Mr. Kostich

Russ 321 Specialized Reading
Texts in various fields read intensively and extensively primarily for vocabulary acquisition.
Prerequisite: Russian 201 or equivalent.
3 Lect Hrs 3 Credits
Ms. Newman

Russ 341 19th Century Russian Poetry
Readings in Lermontov, Tjutchev and Nekrasov.
Prerequisite: Russian 201 (or 2 years of Russian).
3 Lect Hrs 3 Credits
Mr. Kostich

Russ 344 Pushkin
Readings in the poetry and prose of Pushkin.
Prerequisite: Russian 201 (or 2 years of Russian).
3 Lect Hrs 3 Credits
Mr Kostich

Russ 359 20th Century Russian Poetry
Close reading and analysis of the Russian texts of poems of Mayakovsky, Voznesensky and Evtushenko.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Staff

Russ 403 Russian Conversation and Composition
Intensive practice in Russian conversation and composition.
Prerequisite: Russian 310.
2-3 Lect Hrs 2-3 Credits
Staff

Russ 404 Russian Conversation and Composition
Continuation of Russian 403. Intensive practice in Russian conversation and composition.
Prerequisite: Russian 403.
2-3 Lect Hrs 2-3 Credits
Staff

Russ 478 Independent Study I
Selected research topics organized in consultation with individual students or individual guidance in reading, writing, and literary criticism.
Prerequisite: Permission of chairperson.
Weekly Conferences, Hrs to be Arranged
3 Credits
Staff

Russ 479 Independent Study II
Selected research topics organized in consultation with individual students or individual guidance in reading, writing, and literary criticism.
Prerequisite: Permission of instructor or chairperson.
Weekly Conferences, Hrs to be Arranged
3 Credits
Staff

Russ 481 Special Topics
Study of special topics, varying each semester according to the instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Russ 482 Special Topics
Study of special topics, varying each semester according to the instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Russ 586 Curriculum and Methods Student Teaching — Russian
Prerequisite: 6 Hours Education courses and admission to the Teacher Certification Program.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching)
9 Credits
Staff

Sociology

T. Scott Miyakawa, Professor, Chairperson; Professors James E. Blackwell, Richard Robbins, Daisy Tagliacozzo, Robert Weiss, Gordon C. Zahn; Associate Professors Harry Brill, John Dickinson, Gerald R. Garrett, Calvin J. Larson; Assistant Professors Prince Brown, Jr., Susan Gore, Glenn Jacobs, Herman James, Gregory Johnson, Lawrence Kamara, Janet Kohen, Richard Kronish, Siamak Movahedi, Stan R. Nikkel, Ellen F. Richards, Sharon Stichter, Robert E. Wood; Part-time lecturers Louis Brin, Barbara Pearson, Joanne Preston

Requirements for Graduation
The department requires a total of 27 semester hours of Sociology credit for a major in Sociology. For the former College I students, the specific requirements are Sociology 101 (Introductory Sociology), Sociology 241 (Elements of Sociological Theory), and either Sociology 351 (Methods of Sociological Research) or Sociology 350 (Social Statistics). In addition, majors must take six upper division courses in Sociology in meeting the total of at least 27 credit hours required for a Sociology major. Former College I majors are encouraged, though not required to take Anthropology 101 (Introductory Anthropology) and Psychology 101 (Introductory Psychology).

Former College II majors are required to take a minimum of nine Sociology courses, including Sociology 101 (Introductory Sociology), Sociology 241 (Elements of Sociological Theory), and Sociology 351 (Methods of Social Research). They may substitute other Methods courses, including Sociology 451 (Field Work Methods), for Sociology 351. Former College II majors are also required to take two courses in any other social science and are encouraged to choose related subjects in the social sciences. Students may submit up to two cognate courses in other social sciences to be counted toward the major.

At the invitation of the Department, students may take individual directed study with emphasis on independent research. Students wishing to engage in independent study should submit a proposal for Departmental consideration.

Sociology and Urban Social Service
The Sociology and Urban Social Service concentration is designed for dedicated students who wish, beginning in their sophomore year, to major in Sociology as preparation for a youth-and-family servicing career in an urban setting.

Besides courses of interest to them, students in this program take specially created sections of the sociology course offerings which coordinate their course work with field placement activity. Such students are expected to intern in a variety of social service agencies such as schools, hospitals, child guidance centers, housing services, family support, and other community agencies.

Freshmen interested in applying for the Urban Social Service Concentration should consult with the departmental SUSS advisors.

Field Training
Field Training is provided in two programs of the department: (1) The Sociology and Urban Social Service Program (SUSS) and (2) the Program in Corrections. These programs involve practice training in an agency setting, following the acquisition of the theoretical knowledge.

Sociology of Corrections

A series of courses in the Sociology of Crime, Delinquency, and Corrections open to both majors and non-majors is offered by the Department of Sociology to students who wish to pursue graduate study in this field, as well as in Criminal Justice, or to enter applied or research work in Criminology and Corrections following graduation. This curriculum emphasizes both theoretical and applied approaches. A practicum course in corrections is offered at the upper division level, which entails supervised study and work in a criminal justice agency or research organization. In addition, Sociology courses in corrections can be supplemented through the Law and Justice curriculum.

Interested students should contact the Department of Sociology for further information and advising. No formal application is necessary, however.

Interdisciplinary and Foundation Programs

The department actively participates in the foundations course in Law and Justice. The Sociology course in Asian institutions is central to an emerging Asian Studies Concentration. Similiarly, other departmental course offerings are central components in other interdisciplinary programs such as Black Studies, Ethnic Studies, and Urban Studies.

No graduate degree is currently offered by the department of Sociology; however, a modest graduate program is being planned and is expected to be implemented within a year. (For information, write to the Chairperson, Department of Sociology).

The Honors Program

The Honors Program is open to all qualified Sociology majors. Criteria for Honors in Sociology are as follows:

1. Sociology as the declared major.
2. At least a 3.0 all college G.P.A.
3. At least a 3.25 G.P.A. in Sociology based on no less than 6 Sociology courses (currently 8 courses beyond introductory Sociology are required.).
   A. At least 5 of these courses must be graded credit hours.
   B. Students who have not completed 6 Sociology courses at the time of application (most applicants may fall in this category) can be considered if the balance of course credits are currently in progress and if the grade outcome maintains the G.P.A. requirements. In such instances, the curriculum committee can issue a tentative approval.
4. Senior standing, as defined by the UM/B Registrar, in the semester in which the Honors work will be undertaken. (Second semester juniors can submit an Honors application providing that credits in progress are sufficient to give them senior standing in the following semester. Normally, however, most students will apply for Honors during the first semester of the senior year.

Alpha Kappa Delta

The Department of Sociology sponsors a chapter of Alpha Kappa Delta, the National Honor Society in Sociology. Alpha Kappa Delta is the first National Honor Society established at the University of Massachusetts/Boston. Membership is open to those students who have completed ten or more hours in Sociology with a grade point average of 3.0 or above. Admission to Alpha Kappa Delta usually occurs during the Spring term.

Sociology

Sociol 101 Introduction to Sociology
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, social change.
3 Lect Hrs 4 Credits
Staff

Sociol 102 Further Topics in Introductory Sociology
A continuation of introductory sociology for second semester freshman in the SUSS program, focusing on the social processes of deviance, change and conflict.
Prerequisite: Sociology 101 and participation in SUSS program.
3 Lect Hrs 3 Credits
Staff

Sociol 160 Social Problems and Social Policy
Course concentrating on institutional formation and change. Specifically, it will cover the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in depth case studies and discussion of contemporary social problems.
Prerequisite: Intro Sociology.
3 Lect Hrs 3 Credits
Mr. Blackwell, Staff

Sociol 200 Human Service Organizations
Theory and practice of people-processing and people-changing, interpersonal behavior and group development through observation of the group itself and readings from psychology, anthropology and sociology.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Fliegel, Ms. Tagliacozzo

Sociol 201 Youth and Society
An examination of theories and research on youth and society. Present day patterns of youthful development will be contrasted to other types both in western history and in other cultures. The relationship of youth to major institutions (education, legal, occupational) will be examined in detail.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Johnson

Sociol 211 The Urban Community
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Larson, Mr. Nikkel, Mr. Brill

Sociol 220 A Survey of Asian Societies: China and Japan
This course is an introductory study of the institutions and structures of East Asian societies, especially of China and Japan. It will concentrate on selected traditional institutions such as the family, community, and social aspects of the economy and their relations to modernization and industrialization. Comparisons will be made between these East Asian societies and the United States.
Prerequisite: Intro Sociology.
3 Lect Hrs 3 Credits
Mr. Miyakawa

Sociol 221 Asian Minorities in America
An introduction to the Asian Americans and their major contributions to the United States; analyses of their experience, including aspects significant to a better understanding of American group relations generally, such as those between blacks and caucasians and among white ethnics.
Prerequisite: Intro Sociology.
3 Lect Hrs 3 Credits
Mr. Miyakawa

Sociol 226 Politics and Sociology of Ecology
Political processes as general phenomena occurring in all social and political institutions, considered through ideas derived from the study of political behavior, organization theory and political anthropology and evaluted in terms of normative political philosophy.
Prerequisite: Intro Sociology.
3 Lect Hrs 3 Credits
Staff

Sociol 231 Social Stratification
Social classes in traditional and industrial societies, classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Wood

Sociol 241 Elements of Sociological Theory
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisite: Sociology 101 and junior standing
3 Lect Hrs 3 Credits
Staff

Sociol 242 Family
A comparative and historical analysis of family systems. Emphasis on the development and future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 261 Social Deviance and Control
The social conditions of individual and group behavior disorders, deviant subcultures and social control.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Garrett, Mr. Kronish

Sociol 271 Theory of Social Change
Alternative theories of social change, at the societal and community levels. Classical theories of change, including Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Wood, Ms. Stitcher

Sociol 272 Collective Behavior
The nature and form of religious, ethnic, racial and other types of groupings, mass society and masses in society, formation and structure of crowds.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 277 Social Interaction in Groups
The dynamics of face-to-face social interaction in the context of groups. Investigation of the application of small group research and theory to the functioning of natural groups. Attention to the formative and affective subsystems, role differentiation and decision processes, informal organization.
Prerequisite: Introductory Sociology
3 Lect Hrs 3 Credits
Staff

Sociol 281 Society and the Individual
Basic survey of the social environment of individuals.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Kohen, Mr.Weiss

Sociol 300 Communications and Opinion
Sociological and political perspectives on mass communications.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Johnson

Sociol 321 Racial and Ethnic Relations
Conflicts and accommodations among differing racial and ethnic groups. Nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Prerequiste: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Blackwell, Mr. Robbins

Sociol 322 The Black Family
A socio-historical analysis of the experiences of the black family in the United States from slavery to present. Emphasis will be on the mode of adjustment and adaptation to the forces of domestic colonialism including slavery, racism, and economic discrimination. It will also focus on stratification in the black communty as well as issues in socialization and personality development.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 330 Sociology of the Future
Futurism — the study of our rapidly changing technological and social environment and examination of the theories and techniques by which the future can be forecasted, predicted, anticipated or planned.
Prerequisite: Sociology 101 and 2 upper-level sociology courses.
3 Lect Hrs 3 Credits
Staff

Sociol 333 Sociology of Religion
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political and other institutions.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Miyakawa, Mr. Zahn

Sociol 335 Political Sociology
An interdisciplinary study with stress on the nature of power and its distribution in society Alternative approaches to changing and transforming power structures.
Prerequisite: Sociology 101 and Politics 122.
3 Lect Hrs 3 Credits
Mr. Brown, Ms. Stitcher

Sociol 337 The Sociology and Pyschology of Complex Organization
Types of organizational structures both historically and in industrial societies. Profit making and non-profit making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, prisons.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Tagliacozzo

Sociol 338 Sociology of Education
The educational systems of various types of western and nonwestern societies and the changes in western systems in modern history, with particular reference to the U.S. The structural feature of types of American schools and colleges and the relevance of these features to the economy and the ideology.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Tagliacozzo

Sociol 342 Aging and Society
An examination of theories and research on aging and society. Course is organized in two sections. The first section explores the general relationship of the aging process and the aged to the social, economic and political systems in a youth-oriented and work-oriented society. The second section draws upon cross-national and cross-cultural material.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Kamara

Sociol 350 Elements of Social Statistics
Fundamentals of social statistics, special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociology 101 and 6 hours of upper division sociology, junior-senior standing or permission of instructor.
3 Lect Hrs, 1 Lab Hr 4 Credits
Mr. Movahedi, Mr. James

Sociol 351 Methods of Sociological Research
Design of Sociological research and methods of inquiry. Organization and analysis of data. Development of research projects.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Mr. Movahedi and Staff

Sociol 355 Comparative Social Structures
The comparative study of large-scale social systems with emphasis on national societies. The theory and methodology of comparison and comparisons of major features and social systems. Construction of typologies.
Prerequisite: Sociology 101 and junior standing.
3 Lect Hrs 3 Credits
Ms. Stichter and Staff

Sociol 361 Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: Sociology 101 and junior-senior standing.
3 Lect Hrs 3 Credits
Mr Brown, Mr. Garrett

Sociol 373 Population and Ecology
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact. Questionnaire construction, interviewing, and data analysis.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Mr. Dickinson

Sociol 375 Survey Research Methods
The design of the course is learning by doing. Each student will participate in the development, conceptualization, sampling, of an aspect of a central theme of the course, such as changing parental roles. Within this broad area students will develop their own area of inquiry. There will be a mid-term examination and a final project paper.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 377 Laboratory in Group Processes and Interpersonal Communication
The purpose of this course is to provide students with a learning experience in small group development through participation and analysis of outgoing group processes and interpersonal interactions within a laboratory setting. This learning will be partially experimental and partly through lectures, discussions, readings, and papers. The aim is not only intellectual knowledge. Developing skills in decision making, problem analysis, problem solving and leadership will also be stressed.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 382 Social Psychology of Sex Roles: Men and Women in Society
An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Ms. Kohen, Ms. Gore

Sociol 384 Medical Sociology
Focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions — 1. Illness and treatment are defined from a socio-cultural, biological perspective. 2. Sociological theories and studies are then brought to bear on the problems of definitions of illness. Illness behavior, the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisite: Sociology 101 and one additional sociology course.
3 Lect Hrs 3 Credits
Mr. James

Sociol 385 Hospitals
Approaches to the study of complex organizations are examined through a focus on the general hospital. The analysis will include: trends in external and internal patterns of social control, distinguishing organizational features of the hospital; the role of professionals and managers in the context of work technology and work organization; interactions between professionals and clients and the management of patient care under varying conditions.
Prerequisite: Intro Sociology and Medical Sociology or Human Service Organizations or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Tagliacozzo

Sociol 411 Community Organization
Major principles and concepts of community organizations will be explored. Particular emphasis will be placed on considering the potentialities and limits of various types of community organizations to achieve social change in urban neighborhoods.
Prerequisite: Sociology 101 — Junior or Senior standing
3 Lect Hrs 3 Credits
Staff

Sociol 421 Minorities and Housing
It is the purpose of this course to explore the relation of urban housing and the location of minorities within the structure of American society. Specifically, it will focus upon the processes involved in matching people and housing, the techniques and processes involved in limiting housing opportunities for some people, minority status and housing opportunity, the effects of differential housing opportunities, and proposed resolutions and corrective measures for rearranging the distribution of housing.
Prerequisite: Sociology 101, 211 and Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Nikkel

Sociol 427 Minority Role Behavior
A sociological analysis of the various responses, self-definitions and behavior patterns developed by minority groups to their status as minorities, with special emphasis on the United States.
Prerequisite: Sociology 101 and Junior or Senior standing.
3 Lect Hrs 3 Credits
Mr. Blackwell

Sociol 440 Sociology of Knowledge and Ignorance
Epistemological sociology — social determinants of the gap between reality and our knowledge of it.
Prerequisite: Sociology 101 and Junior or Senior standing.
3 Lect Hrs 3 Credits
Mr. Dickinson

Sociol 441 Contemporary Sociological Theory
A concentrated examination of recent developments in the study of human interaction and the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control will be a major focus.
Prerequisite: Senior standing, Sociology 241 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Larson

Sociol 450 Evaluation Research
The application of research methods to the evaluation of social programs. The course assumes knowledge of basic research methods and will use examples from the fields of corrections, health systems, and urban affairs.
Prerequisite: Sociology 101, 350, 351 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Sociol 451 Field Work Methods
Intensive training in observational methods, readings of theoretical issues involved, concentrated community oriented field work under close supervision.
Prerequisite: Intro Sociology and Junior/Senior standing.
3 Lect Hrs 3 Credits
Staff

Sociol 452 Nonexperimental Methods in Sociology
Design and analysis of nonexperimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models and computer application to sociological data.
Prerequisite: Senior standing, Sociology 350 and 351 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Movahedi

Sociol 462 Juvenile Delinquency
The nature and extent of delinquency, explaining theories, delinquent subculture, and programs for control and prevention.
Prerequisite: Junior standing and Sociology 101.
3 Lect Hrs 3 Credits
Mr. Blackwell, Mr. Brown, Mr. Garrett

Sociol 463 Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, philosophy underlying correctional system and modern treatment approaches.
Prerequisite: Junior standing and Sociology 462.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Garrett

Sociol 464 Practicum in Correction
Supervised field placement in a correctional setting, seminar on problems relating to students field experience and on special issues in correction including prison reform and legislation. Legal handling of adult and juvenile offenders, prison administration and organization.
Prerequisite: Sociology 101, 463 and permission of instructor.
3 Lect Hrs 6 Credits
Mr. Brown, Mr. Garrett

Sociol 465 Police in Society
An examination of police as a system of social control, survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: Senior standing, Sociology 101 and 9 credits hours in Sociology.
3 Lect Hrs 3 Credits
Mr. Brown, Mr. Garrett

Sociol 466 Research Studies in the Sociology of Alcoholism
An in depth analysis of sociological factors related to drinking behavior, alcoholism, and treatment and prevention programs. Special emphasis placed on theory, research studies and methodological problems in studying alcoholic populations. Attention also given to special topics: alcohol and crime, traffic safety, family courses, industry and skid row.
Prerequisite: Sociology 101, Senior standing, and permission of instructor.
3 Lect Hrs 3 Credits
Mr. Garrett

Sociol 467 Sociology of Law
A general analysis of the social origins and consequences of law and legal process, special emphasis on law as a method of conflict resolution, as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisite: Sociology 101 and 6 Sem credits in Sociology, Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Johnson

Sociol 468 Social Psychiatry
Sociological analysis of psychiatric theories and practices, examination of the effect of social structure on the diagnosis and treatment of mental disorders.
Prerequisite: 3 courses in Sociology or Psychology, Intro Sociology, Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Movahedi

Sociol 471 Modernization
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociology 101 and Anthropology 101 - Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Wood

Sociol 472 Conflict in Society
An exploration into the nature, sources, types and effects of conflict control and resolution, basically theoretical in approach with emphasis upon conflict as a social process.
Prerequisite: Intro Sociology and Junior/Senior standing.
3 Lect Hrs 3 Credits
Staff

Sociol 473 Sociology of Social Movements
Analysis of general characteristics of social movements as a vehicle of social change - with focus on selected historical social movements.
Prerequisite: Intro Sociology and Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Zahn, Staff

Sociol 474 Ideology and Social Control in Southern Africa and Latin America
From a comparative perspective, the exercise and structure of power in selected nations, states of Latin America and Southern Africa.
Prerequisite: Intro Sociology and Junior/Senior standing.
3 Lect Hrs 3 Credits
Staff

Sociol 475 Socializaton
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood and continuities and discontinuities between child and adult socialization.
Prerequisite: Intro Sociology, Sociol 281, and Junior/Senior standing.
3 Lect Hrs 3 Credits
Ms. Kohen

Sociol 476 Medical Care Systems
This course will pursue a comparative examination and analysis of medical care systems. A general system framework will be used. The strategy for analysis will be to analyze various systems in terms of the properties of the systems and the interrelations and the interdependencies of the properties. There will be attempts to connect the structures and the operations of the systems to the larger societal structures. The focus will be on medical care in modern, industrialized societies.
Prerequisite: Senior standing, three courses in Sociology of which two must be Sociology 101 and Sociology 384
3 Lect Hrs 3 Credits
Staff

Sociol 478 Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year Periodic consultation and guidance provided by the staff.
Prerequisite: Intro Sociology, senior standing and permission of department.
Hrs by Arrangement 1-4 Credits
Staff

Sociol 479 Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year Periodic consultation and guidance provided by the staff.
Prerequisite: Intro Sociology, senior standing and permission of department.
Hrs by Arrangement 1-4 Credits
Staff

Sociol 480 Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 481 Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociology 101.
3 Lect Hrs 3 Credits
Staff

Sociol 484 Sociology of Health and Healers
Social issues in concepts of health care are explored and sociological research on healers is surveyed. Topics include socialization, professionalism, and organization of a variety of healers.
Prerequisite: Sociology 101, Sociology 384, Junior/Senior standing.
3 Lect Hrs 3 Credits
Staff

Sociol 485 Seminar on Single Parent Families
A seminar dealing with the single parent family experience from the point of view of both social scientists and of people living in single parent families.
Prerequisite: Intro Sociology and Junior/Senior standing.
3 Lect Hrs 3 Credits
Mr. Weiss

Spanish

James J. Ryan, Chairperson; Commonwealth Professor Dorothy Marshall; Professors Ricardo Navas-Ruiz, Maria C. Zardoya; Associate Professors Maria-Luisa Osorio, Nellie Sanchez-Arce, Adorna Walia; Assistant Professor Clara Estow; Instructors Efraín Barradas, Hilton Hall, Maria-Luisa Roberts; Lecturers David Adams, Elizabeth Garrels, Loretta Porto-Slover

As a result of the merger of the two Spanish departments into one Spanish department in the College of Arts and Sciences, the requirements for Spanish majors, beginning with the class of 1980, are being reconsidered and rewritten. Copies of the new requirements may be obtained from the department chairperson. Students graduating prior to 1980 will follow the requirements listed in Plan I or Plan II as outlined below.

Requirements for Graduation

In recognition of the different educational and vocational goals of students, two major programs are available: the Literature Major and the Language Major.

Literature Majors are required to take Survey of Spanish Literature, Survey of Spanish-American Literature, Don Quijote, and five additional semester courses in literature at the 300 level or higher.

Language Majors are required to take Language Arts, Survey of Spanish Literature, Survey of Spanish-American Literature, and five additional semester courses at the 300 level or higher.

Honors Thesis: With Departmental approval, and in conjunction with their Senior Seminar, Spanish Majors may receive three credits towards their total of 30 major credits for acceptable work on an Honors Thesis written under the direction of an advisor from the Spanish Department.

Spanish Minor

Spanish Minors are required to take a minimum of six semester courses above the intermediate level including at least two semester courses in language and two in literature on the 300 level or higher.

Methods and Practice Teaching of Spanish in Secondary Schools (or bilingual programs) may count for only three credits toward the Spanish Major.

Spanish

Span 101 Elementary Spanish
For students with no creditable training in Spanish. An intensive study of the four language skills based on an audio-lingual approach.
4 Lect Hrs, 1 Lab Hr 4 Credits
Staff

Span 102 Elementary Spanish
A continuation of Spanish 101. An intensive study of the four language skills based on an audio-lingual approach.
4 Lect Hrs, 1 Lab Hr 4 Credits
Staff

Span 115 Intensive Elementary Spanish
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
8 Lect Hrs, 2 Lab Hrs 8 Credits
Staff

Span 201 Intermediate Spanish
An oral review and further study of the language skills with readings in Spanish and Spanish-American literature and culture. A student may not receive credit for both 201 and 203.
Prerequisite: Spanish 102 or equivalent.
3 Lect Hrs, 1 Lab Hr 4 Credits
Staff

Span 202 Intermediate Spanish
A continuation of Spanish 201. An oral review and further study of the language skills with readings in Spanish and Spanish-American literature and culture. A student may not receive credit for both Spanish 202 and 204.
Prerequisite: Spanish 201 or equivalent.
3 Lect Hrs, 1 Lab Hr 4 Credits
Staff

Span 203 Audio-Lingual Intermediate Spanish
Further development of language skills using an audio-lingual approach. A student may not receive credit for both 201 and 203.
Prerequisite: Spanish 102 or 115 or equivalent.
4 Lect Hrs 4 Credits
Staff

Span 204 Audio-Lingual Intermediate Spanish
A continuation of Spanish 203. Further development of the language skills using an audio-lingual approach. A student may not receive credit for both 202 and 204.
Prerequisite: Spanish 203 or equivalent.
4 Lect Hrs 4 Credits
Staff

Span 211 Spanish Composition
Open only to Spanish-speaking students. Techniques in writing, problems of written Spanish, style and correctness. Exercises in different kinds of composition.
3 Lect Hrs 3 Credits
Staff

Span 215 Intensive Intermediate Spanish
A continuation of Spanish 115 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Spanish 115 will have priority, but the course may be taken by anyone eligible for Spanish 215 if there is room.
Prerequisite: Spanish 102, 115 or equivalent.
8 Lect Hrs 8 Credits
Staff

Span 231 Introduction to Spanish Culture
Selected readings in the culture of Spain — history, geography, art, folklore. Discussions and papers based on the readings.
3 Lect Hrs 3 Credits
Staff

Span 232 Introduction to Spanish-American Culture
Selected readings in the culture of Spanish America — history, geography, art, folklore. Discussions and papers based on the readings.
3 Lect Hrs 3 Credits
Staff

Span 263 Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit.
This course meets the 2nd year university requirement. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 4 Credits
Staff

Span 264 Hispanic Masterpieces in Translation
A continuation of Spanish 263. Major literary works of Spain and Spanish America. No knowledge of Spanish required. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 4 Credits
Staff

Span 300 Spanish Pronounciation and Intonation
Designed to provide training in the pronounciation, enunciation, and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
1 Lect Hr, 1 Lab Hr 1 Credit
Staff

Span 303 Advanced Spanish Composition and Conversation
Intensive work in written and oral Spanish Weekly themes and frequent oral reports.
Prerequisite: Spanish 303 or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 304 Advanced Spanish Composition and Conversation
Intensive work in written and oral Spanish Weekly themes and frequent oral reports.
Prerequisite: Spanish 303 or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 307 Language Arts
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in English-speaking learners of Spanish.
Prerequisite: Intermediate Spanish or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 308 Literary Arts
Introduction to literary studies, textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Intermediate Spanish or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 309 Problems of Syntax in Reading and Writing
An in-depth study of particular problems of Spanish syntax which are not presented fully in elementary or review grammars. Particular attention will be directed to word order, relative clauses, prepositional phrases, the reflexive as a substitute for the passive and object pronouns; that is, problems which frequently cause misunderstanding in reading and difficulties in self-expression.
3 Lect Hrs 3 Credits
Staff

Span 313 Advanced Spanish Grammar
An intensive study of Spanish grammar. Emphasis on written exercises, themes, and papers.
Prerequisite: Intermediate Spanish or equivalent.
3 Lect Hrs 3 Credits
Staff

Span 321 Spanish Civilization
Studies in Spanish history, thought and the arts as a background for literature.
3 Lect Hrs 3 Credits
Staff

Span 331 Survey of Spanish Literature
Literary evolution of Spain from the Middle Ages to the Golden Age. Introduction to main genres and works. Written and oral reports required
3 Lect Hrs 3 Credits
Staff

Span 332 Survey of Spanish Literature
Literary evolution of Spain from the Middle Ages to the Golden Age. Introduction to main genres and works. Written and oral reports required
3 Lect Hrs 3 Credits
Staff

Span 338 Survey of Spanish-American Literature
Literature of Spanish-America from the colonial period to the 19th century. A study of the main works against the background of historical events, social pressures and European literary movements. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 339 Survey of Spanish-American Literature
Literature of Spanish America from the 19th century to the present. A study of the main works against the background of historical events, social pressures and European literary movements. Fulfills a requirement for Latin-American concentration.
3 Lect 3 Credits
Staff

Span 341 The Short Story in Spanish Literature
Historical development of the short story in Spanish literature from its origins to the present Emphasis on 19th and 20th century writers.
3 Lect Hrs 3 Credits
Staff

Span 342 Latin American Short Story
A survey of the development of the short story in Latin American literature with special attention to the most representative 20th century short story writers.
3 Lect Hrs 3 Credits
Staff

Span 343 Latin American Theatre
A panoramic view of Latin American theatre from its origins in the colonial period to the present.
3 Lect Hrs 3 Credits
Staff

Span 350 Medieval Culture
An introduction to the Spanish Medieval culture from the Germanic invasions to the Renaissance. A study of Christian, Moorish and Jewish interrelationships through the literary texts, everyday life and artistic expressions. The importance of the medieval legacy to Spain and Spanish America. Introduction in Spanish, reading knowledge of Spanish required
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Span 351 Spanish Literature Before 1500
Readings from El Cid through the Celestina, including such works as Libro De Buen Amor, El Conde Lucanor, Romances, and the poetry of Jorge Manrique and others.
3 Lect Hrs 3 Credits

Span 356 Modern Spanish-American Literature in Translation
Works of some of the outstanding Spanish-American writers of the 19th and of the 20th century. No knowledge of Spanish required. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 4 Credits
Staff

Span 371 Poetry of the Golden Age
Selections from Garcilaso, Herrera, Fray Luis de Leon, San Juan de la Cruz, Lope de Vega, Gongora, Quevedo.
3 Lect Hrs 3 Credits
Staff

Span 373 Golden Age Novel
Selections from various forms of Spanish novel such as picaresque, pastoral and moorish.
3 Lect Hrs 3 Credits
Staff

Span 375 Golden Age Theatre
Outstanding dramatists of the 16th and 17th centuries. Lope de Vega, Mira de Amuesca, Tirso de Molina, Ruize de Alarcon, Calderon de la Barca.
3 Lect Hrs 3 Credits
Staff

Span 381 Early Non-Fictional Prose of Spain
Important works of the moralists, mystics and satirists of 16th and 17th century Spain.
3 Lect Hrs 3 Credits
Staff

Span 383 Women in Spanish Literature
The changing image of women throughout the centuries.
3 Lect Hrs 3 Credits
Staff

Span 393 Spanish American Colonial Literature
A survey of the literature of the Spanish colonies. Focusing on its outstanding figures — Inca Garcilaso, Juana Ines de la Cruz — as well as the literature of the independence movement. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 395 Spanish Romanticism
A study of Spanish literature from 1814 to 1850. Concentration on Larra, Expronceda, Zorilla, Rivas and Bequer.
3 Lect Hrs 3 Credits
Staff

Span 397 Spanish Realism
A study of Spanish literature from 1850 to 1898. Special attention to Perez Galdos, Valera and Clarin.
3 Lect Hrs 3 Credits
Staff

Span 403 Don Quijote
A critical analysis of Spain's greatest masterpiece.
3 Lect Hrs 3 Credits
Staff

Span 407 The Generation of 1898
First semester-Ganivet, Unamuno, Valle-Inclan, Baroja.
3 Lect Hrs 3 Credits
Staff

Span 408 The Generation of 1898
Second semester - Azorin, Machado, Miro, Perez de Ayala, Ortega.
3 Lect Hrs 3 Credits
Staff

Span 410 Galdos
Selected works of a major modern novelist.
3 Lect Hrs 3 Credits
Staff

Span 412 19th Century Spanish American Literature
A study of the romantic and realistic literature in Spanish America with emphasis on the Gaucho literature. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 431 20th Century Spanish Fiction
Selected readings from the major novelists and short story writers of the 20th century after the generation of 98.
3 Lect Hrs 3 Credits
Staff

Span 433 20th Century Spanish Poetry
Selected readings from Juan Ramon Jimenez, the poets of the generation of 1927, and the post war generation.
3 Lect Hrs 3 Credits
Staff

Span 436 20th Century Spanish Theatre
Selected readings of the major dramatists of the 20th century after the generation of 98.
3 Lect Hrs 3 Credits
Staff

Span 439 Twentieth Century Spanish Essay
Spanish philosophic, historic and literary essay after the generation of 98. A study of such writers as Ortega y Gasset, Menendez Pidal Maranon, Castro.
3 Lect Hrs 3 Credits
Staff

Span 450 Modernism
The Spanish American modernist movement with attention to poetry and prose, Marti, Dario, Lugones, Larreta. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 451 Ruben Dario
A study of a major Spanish-American poet and his influence in the Hispanic world. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 453 Modern Spanish-American Novel
Development of the modern Spanish-American novel during the post-modernism period with special attention to the novel of the Mexican Revolution and the Criollosta novel. Authors such as Azuela, Gallegos Rivera are studied. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 454 Modern Spanish-American Novel
Development of the modern Spanish-American novel since the Vanguard Movement to the present. A study of Borges, Austurias, Sabato, Cortazar, Garcia Marquez and others. Fufills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 456 Contemporary Spanish-American Poetry
Selections of Spanish-American poetry from modernism to the present. Mistral, Neruda, Negro poetry, Paz. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 459 Spanish-American Essay
Selected readings from the works of the major essayists of the 19th and 20th centuries. Fulfills a requirement for Latin-American concentration.
3 Lect Hrs 3 Credits
Staff

Span 461 The Post Civil War Spanish Novel
The impact of the Spanish Civil War of 1936 in the novel. The post-war novelists in Spain and in exile. Sender, Ayala, Max Aub, Cela Laforet, Delibes, Mat Te, Luis Martin Santos, Goytisolo.
3 Lect Hrs 3 Credits
Staff

Span 478 Independent Study
Intended for students who want to write an honors thesis or to study a subject with special emphasis. It can be taken only once.
Prerequisite: Permission of instructor and department chairperson.
3 Lect Hrs 3 Credits
Staff

Span 479 Independent Study
Intended for students who want to write an honors thesis or to study a subject with special emphasis. It can be taken only once.
Prerequisite: Permission of instructor and department chairperson.
3 Lect Hrs 3 Credits
Staff

Span 480 Studies in Hispanic Literature
Special topics or individual authors, topics vary from year to year.
3 Lect Hrs 3 Credits
Staff

Span 485 Senior Seminar
Guided research projects in Spanish or Spanish-American literature. Recommended for language majors who plan to do graduate work, and for those who plan to write an honor thesis. Required of literature majors.
Prerequisite: Senior standing or permission of the department.
3 Lect Hrs 3 Credits
Staff

Span 499 Honors Thesis
A paper written in conjunction with the senior seminar, and supervised by a member of the Spanish department.
Prerequisite: Senior seminar.
3 Lect Hrs 3 Credits
Staff

Span 586 Methods and Practice Teaching of Spanish in Secondary Schools
The issues, principles and methods of secondary school Spanish teaching. Supervision and critique of practice teaching. 3 credits toward Spanish major.
Prerequisite: 6 hours of education courses and admission to teacher certification program.
3 Lect Hrs, 20 Lab Hrs - Practice Teaching
9 Credits
Staff

Span 586 Curriculum and Methods Student Teaching-Spanish
Prerequisite: 6 hours education courses and admission to the teacher certification program.
3 Lect Hrs, 20 Lab Hrs (Practice Teaching)
9 Credits
Staff

Hispanic

Hispan 462 Bilingual Education
History, problems and methods. A frank discussion with students. Interested in bilingual educational program. This course is in no way to be regarded as a substitute for the TCP.
3 Lect Hrs 3 Credits
Staff

Hispan 465 Hispanic Culture in the USA
A study of the Hispanic contributions to the USA, Spanish, Mexican, Antillean.
3 Lect Hrs 3 Credits
Staff

Hispan 467 The Caribbean
History and culture of the Caribbean with special attention to Puerto Rico.
3 Lect Hrs 3 Credits
Staff

Hispan 469 Antillean Intellectual History and Thought
Antillean problems viewed by outstanding essayist of the region.
3 Lect Hrs 3 Credits
Staff

Teacher Certification

Tchcer 211 The Library and the City Child
This course is designed to explore the school and public library's role in meeting the needs of city children and young adults. It concentrates on creating a viable response to those needs and determining the special characteristics of the kind of library that will be able to meet them. Field Work is required
3 Lect Hrs 3 Credits
Ms. Brown, Ms. Kaufman

Tchcer 212 Books and the City Child
A continuation of TCP 211 this course concentrates on an examination of children's literature as a reflection of the world of the city child. As a means of expanding that world and making it more comprehensible. Field Work is required
3 Lect Hrs 3 Credits
Ms. Brown, Ms. Kaufman

Tchcer 589 Issues in Elementary School Curriculum
The course surveys the goals, structures, learning theories and philosophies in elementary education. Within that framework, it focuses on instruction in the language arts, reading and math, concentrating on specific curriculum, methods and materials of those subjects. In-school Field Work: 4 Hrs/Week, - 15 weeks.
Prerequisite: Acceptance to TCP.
4 Lect Hrs 4 Credits
Ms. Gallo

Tchcer 590 Curriculum, Methods and Supervised Student Teaching in the Elementary Schools
This course includes work in moral education, classrom design, teaching special needs children in the regular classroom, and extensive interdisciplinary curriculum development. In-school Field Work: 4½ days of full-time, supervised student teaching/week; 15 weeks.
Prerequisite: Acceptance to TCP.
5 Lect Hrs, 34 Hrs Student Teaching 9 Credits
Ms. Gallo

Theatre Arts

Robert R. Evans, Associate Professor, Chairperson; Associate Professor Louis E. Roberts; Assistant Professors William Roberts, Gail Van Voorhis; Instructor Jeannie Lindheim; Lecturer Barbara G. Ausubel

Requirements for Graduation
Courses in Theatre Arts are offered at three levels: Introductory, Intermediate, and Advanced. Introductory courses require no prerequisites and are directed to the student body as a whole. Intermediate courses are workshops, courses in drama taught by other departments of the University, and introductions to special areas of inquiry intended to provide basic knowledge of the field. Advanced courses are given in the more specialized areas of Theatre Arts.

Summary of the requirements for majors: Th 111, Th 123, Th 235 or Th 236, two workshops, two advanced courses, two courses offered by other departments in dramatic literature, two courses in dramatic literature within the Theatre Arts Department, for a total of eleven courses.

Theater Arts

Thr Art 111 Traditions of Western Drama
The intellectual content, designs and techniques of the drama of the western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
3 Lect Hrs 4 Credits
Mr. Roberts, Mr. Evans

Thr Art 121 The Styles and Techniques of Comedy
A study of the comic form emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs 4 Credits
Mr. Roberts, Mr. Evans

Thr Art 122 The Styles and Techniques of Tragedy
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs 4 Credits
Mr. Roberts, Mr. Evans

Thr Art 123 Stagecraft I
An introduction to and exploration of stage facilities and skills, emphasizing skill-development in the uses and choice of tools. Materials and procedures necessary for scenic and property execution; includes lab work in department productions.
3 Lect Hrs 3 Credits
Ms. Van Voorhis

Thr Art 125 Speech and Movement
Basics of voice-training, diction-improvement, diaphragmatic breathing, movement work for the stage, Using Tai Chi, yoga, characterization-movement and movement to develop stage presence; the keeping of a journal by each student.
3 Lect Hrs 3 Credits
Ms. Lindheim

Thr Art 126 Speech and Oral Interpretation
Study of principles of speech and oral inerpretation, emphasizing the analysis, preparation and oral presentation of literary materials.
3 Lect Hrs 3 Credits
Ms. Lindheim

Thr Art 212 Theatre of Social Protest
An historical survey of the use of the theatre to challenge the values of society. The conflicts of stagecraft used in different periods to reveal conflict in society to dramatize contemporary issues, and to influence public opinion.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 213 American Theatre Before O'Neill
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis will be placed upon the relation of individual plays to American theatrical, political, and social history.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Roberts

Thr Art 214 American Theatre Since O'Neill
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Roberts

Thr Art 215 Mid-Twentieth Century Drama
The ideas, values and techniques of the contemporary theatre as reflected in modern styles of stage production.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 216 Elizabethan Stage
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson, and Webster.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Evans

Thr Art 220 Black Theatre in America
An exploration of the history of black theatre from its beginning to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practice.
3 Lect Hrs 3 Credits
Staff

Thr Art 223 Stagecraft II
A study of the tools, equipment and procedures necessary in theatrical graphics, lighting and sound production. Includes lab work in department productions and individual projects.
Prerequisite: Stagecraft I.
3 Lect Hrs 3 Credits
Ms. Van Voorhis

Thr Art 224 Play Production I
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
3 Lect Hrs 3 Credits
Ms. Van Voorhis

Thr Art 225 Play Production II
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: Stagecraft I or Play Production I.
3 Lect Hrs 3 Credits
Ms. Van Voorhis

Thr Art 230 Workshop in Drama
A course designed to study the connection between the text and the performance of a play. Some attention is given also to the playwright, his time, and to production history. Written work may include a director's notebook and program notes. Students will participate in a fully-mounted production to be presented to the University community free of charge.
3 Lect Hrs, 3 Lab Hrs 4 Credits
Mr. Roberts, Mr. Evans

Thr Art 232 Modern Dance Theatre Workshop
Different colors, textures, rhythms and images expressed in body movement; African, jazz, blues, modern dance, Tai Chi, yoga and improvisation. The final project will be movement-dance-theatre piece incorporating all the techniques experienced in class.
6 Lect Hrs 4 Credits
Ms. Lindheim

Thr Art 234 New Theatre Strategies
Works in a new direction in theatre; the evolution of a theatre piece from a theme or group of themes rather than from a script. Students will be involved in all areas of the collective process formulating drama from the interaction of a group. Structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs 3 Credits
Staff

Thr Art 235 Introduction to Directing I
The director as creator of the vision of the whole play and all its elements; acting, lighting, stage design, styles of theatre, script breakdown, production notebook, slow, careful work in directing small scenes.
Prerequisite: Acting I.
3 Lect Hrs 3 Credits
Staff

Thr Art 236 Introduction to Acting I
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and modern; the actor's function with emphasis on recently evolved methods of acting, and upon preparation of scenes in class.
3 Lect Hrs 3 Credits
Staff

Thr Art 240 Women in Theatre
Plays by and about women, the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and literature.
3 Lect Hrs 3 Credits
Staff

Thr Art 250 Introduction to Playwriting
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and the reading of scripts. Recommended for all students interested in acting and directing.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Roberts

Thr Art 251 Playwriting I
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting, and the completion of an original play begun in class.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Roberts

Thr Art 261 Introduction to Costume Design
The theatre as incorporating the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale and general design elements as they apply to stage costuming, qualities of fabric, basic cutting and draping, in stage costumes.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 300 Seminar in the Scenic Imagination
The creative principles of stage production, based on an analysis of the playscript in its relation to stage action, setting, costumes and lighting. Study of scenic metaphor and a review of the historic forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Staff

Thr Art 301 Seminar in Contemporary American Playwrights
Analysis of the art of a major living writer of the American stage; the history of his plays and their production; critical response; contribution of his drama to the American theatre and society. In most cases students will consult with the playwright and/or those who have worked with him.
Prerequisite: Permission of instructor.
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 335 Introduction to Directing II
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Directing I
3 Lect Hrs 3 Credits
Staff

Thr Art 336 Introduction to Acting II
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: Introduction to Acting I
3 Lect Hrs 3 Credits
Staff

Thr Art 351 Playwriting II
Writing for the theatre, with emphasis on the three-act form, including the construction of a scenario and completion of a draft of an original three-act play
Prerequisite: Playwriting I.
3 Lect Hrs 3 Credits
Mr. Evans, Mr. Roberts

Thr Art 360 Design II
Advanced Techniques in the scene sketch. Models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc., sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: Design I or permission of instructor
3 Lect Hrs 3 Credits
Mr. Roberts

Thr Art 404 Advanced Directing
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisite: Directing I and II. Permission of instructor.
3 Lect Hrs 3 Credits
Ms. Ausubel

Thr Art 435 Theatre Arts Internship Program
Designed to enable theatre arts majors with sufficient course work behind them to earn 6 credits for a semester's internship with a television studio, working theatre, or theatre program in a community college.
Prerequisite: TA Major, junior and senior only, permission of instructor.
Hrs by Arrangement 6 Credits
Mr. Evans

Thr Art 436 Advanced Acting
Advanced work on selected projects with special attention to the individual actor's needs. Scenework, script breakdown, and development of a character.
Prerequisite: Acting I and II
4 Lect Hrs 3 Credits
Staff

Thr Art 478 Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required
Prerequisite: Permission of instructor and department chairperson.
Hrs by Arrangement 1-3 Credits
Staff

Thr Art 481 Selected Topics
The study of different areas within the context of theatre arts preparation. Courses will vary each semester and will be announced during pre-registration periods.
Prerequisite: Sophomore standing.
3 Lect Hrs 3 Credits
Staff

Women's Studies

Wo St 100 Women and Society: An Introduction to Women's Studies
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students will examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students will relate course material to experiences in their own lives. Preference given to first and second year students.
3 Lect Hrs 4 Credits
Ms. Froines, Ms. Humez

Wo St 200 Twentieth Century Women Writers; A Feminist Perspective
An intermediate level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. These include: the special difficulties facing the woman artist; the process of female socialization and its impact on mother-daughter relationships; female adolescence, lesbianism; the need for making the lives of ordinary women a subject for study and a source of artistic creation; and rediscovery of women's collective past. Novels, short stories, some analytical essays and autobiographies will be used.
Prerequisite: Women's Studies concentrators or permission of instructor.
3 Lect Hrs 3 Credits
Ms. Humez

Wo Stu 300 Feminist Thought
An advanced course designed for women's studies concentrators and for social science majors, it is a survey of a particular body of western political thought. Topics include British feminism, Marxian views on the 'woman question', socialist theories about women, American suffragism, and contemporary writings of Mitchell, Firestone, DeBeauvoir and others.
3 Lect Hrs 3 Credits
Staff

Wo St 350 Women and Imperialism
An upper level course focusing on the impact of colonialism and imperialism on women's lives in selected Third World countries and in the United States. Topics examined will include changing work and family roles of women in Asian countries and Puerto Rico; the woman's role in economic development; the food crisis and population control; women's participation in national liberation struggles and socialist construction in Algeria, Vietnam, and Cuba; feminist values, militarism, and the peace movement in the United States.
Prerequisite: One Women's Studies course, Intro History or politics and permission of instructor.
3 Lect Hrs 3 Credits
Ms. Humez

Wo Stu 400 Research and Methods in Women's Studies
A seminar to introduce students to a variety of research methods in various disciplines in order to develop an interdisciplinary approach to selected topics in women's studies. Instructor and students will consider new sources of material for research on women. Completion of a major project or research paper will be required. Limited to 15 junior or senior students.
Prerequisite: Two Women's Studies courses and permission of instructor.
3 Lect Hrs 3 Credits
Staff

Wo St 479 Independent Study
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Wo St 480 Special Topics
Selected topics in women's studies. Taught by visiting lecturers and staff.
Prerequisite: Woman's Studies 100 or equivalent or permission of instructor.
3 Lect Hrs 3 Credits
Staff

The College Of Public And Community Service

The College of Public and Community Service (CPCS) is an innovative college within UMass/Boston. Since its opening in September 1973, the College has sought to address the urban mission of the University in several important ways. First, the College actively recruits older, more experienced students, whom it admits on the basis of demonstrated commitment to a public or community service career rather than by using conventional admissions criteria. Second, the College draws upon a faculty that is experienced in public and community service as well as in academic work. Third, the College recognizes that learning goes on both in and out of the classroom. Students are therefore encouraged to engage in field based learning and to seek out learning opportunities in a variety of settings in addition to the classroom. Fourth, the College believes that the B.A. degree should be awarded on the basis of what students know, what they can do, and what they have experienced. Thus the College operates on a competency based program (described below). Fifth, the College recognizes that adult learners often prefer individualized, non-competitive learning situations and so provides all of its students with that kind of learning environment. And finally, the College believes its faculty and students should be involved and prepared to make a difference in public and community service. Its program is designed to accomplish this objective.

Competency-Based Curriculum

The curriculum of the College is competency-based. *Competence is knowledge in action, knowing and doing something well:* designing an evaluation plan or a community change program, analyzing and resolving personal role conflicts, writing a position paper advocating an organizational change, comprehending value systems and audiences, developing an economic profile of a legal community, mediating a legal dispute, creating a treatment plan for a juvenile offender. These are examples of competencies in the CPCS curriculum, which has been developed by the teaching/practitioner faculty of CPCS in consultation with professionals in relevant service career and academic fields, community leaders and CPCS students themselves.

The curriculum of the College is a set of demonstrable competencies, relevant to both public and community service and to general education. The goal of our competency-based curriculum is to certify that our graduates possess the knowledge and skills needed to perform such worthwhile activities competently.

Graduates of CPCS are awarded the Bachelor of Arts Degree by having clearly demonstrated a variety of competencies deemed crucial to successful careers in public and community service. Competence is recognized and certified regardless of how, where, or when the student acquired it. Most CPCS graduates gain their competence from a combination of CPCS courses, courses taken elsewhere, field work, independent study, and prior experience.

Within the limits of distribution requirements, students design their own programs by demonstrating competencies in thematic areas such as the humanities and social sciences, as well as in essential reading, writing and mathematical skills. Students choose their service career areas from one or more of the following Curriculum Centers: Legal Education Service, Community Change and Housing, Human Growth and Development, and Human Services Advocacy. Students must also complete an entry program called Assessment and an Independent Interest Certificate. Approximately 25 per cent of a student's work is in a Career Center, 20 per cent in Essential Skills, and the remaining 55 per cent distributed in the General Education curriculum.

In the competency-based system, each competency statement contains its own performance criteria. Successful demonstration of competence is measured by standards that are relevant to both academic performance and performance in the world beyond the academy. Performance standards are established by the faculty in consultation with service career practitioners and are published as part of each competency statement.

Thus, CPCS students, to a considerable degree, shape their own education by learning and demonstrating competencies central to their own life interest and career objectives. While the curriculum prepares the student for a wide variety of roles in public and community service, the CPCS program emphasizes those competencies needed in the delivery of human services.

CPCS Academic Policies

Full-Time Academic Load

A minimum Full-Time Academic Load is defined by official registration for at least five (5) competencies each semester.

Minimal Academic Progress Policy

A full-time student must successfully complete or receive a progress report for five competencies each semester.

A student must complete all competencies for which progress reports were received within one semester following the semester in which the progress reports were given.

Completed competencies earned in one semester beyond the minimal academic progress requirement may be carried over into subsequent semesters to meet the minimal academic progress requirement.

In the event that a student does not fulfill the minimal academic progress requirement, the Associate Dean for Academic Affairs may take one of the following actions:

a. recommend an intensive support and service program for the student.

b. place the student on academic probation for a one-semester period.

c. defer placing a student on academic probation if the student can show that difficulties in making academic progress are due to illness, family hardship, unavoidable conflicts between work and education, or other compelling reasons. Such a deferral would be for one semester only. If the student receiving a deferral does not meet the Minimal Academic Progress Policy in the semester following the deferral, s/he will be placed automatically on Academic Probation.

Academic Probation is defined as a period of one semester, during which the student on probationary status must reach the minimal progress level *for that current semester*. During the probationary semester, a student *does not* have to complete the deficiencies of the previous semester, but must meet the requirement of the probationary semester only. Once the student has met the minimal progress requirement, the probationary status will be removed.

If the student is unable to meet the minimal progress requirement after a one-semester probationary period, the Associate Dean for Academic Affairs may recommend to the Dean that the student be withdrawn from the College. If the Dean concurs in this recommendation, the student will be withdrawn.

> The cumulative limit for Academic Probation semesters will be three. If a fourth probationary semester is indicated, the student will at that point be administratively withdrawn from the College, unless the student can successfully petition the Associate Dean for Academic Affairs for an additional probationary semester on grounds specified in C above. Any student who fails to meet the minimal academic progress policy after a fourth probationary semester will be automatically withdrawn.

This policy will be effective September 1, 1976 for all students entering on or after that date.

This policy will be effective for all students, regardless of date of entry into the College, on January 1, 1977. At that time all continuing students who have been in the College more than two semesters will be expected to meet the minimal progress requirement of 5 competencies per semester from that semester forward but not retroactively.

Organization of Curriculum and Distribution Requirements

Since the College is engaged in the certification of competence, the curriculum is organized into a series of coherent units called *Certificates*. Within each certificate is a set of distinct *Competencies*, which are used as the basic academic unit at CPCS. On the transcript, competency titles appear beside codes designating the certificate within which they belong. The Certificates are adminstered by interdisciplinary academic units called *Centers*.

The CPCS distribution requirements are designed to insure an integrated educational experience in the following key areas:

— Applied Language and Math Certificates (3 required certificates in Reading, Writing and Speaking, and Mathematics)

— Social Sciences and Humanities Certificates (5 required certificates chosen from certificate groups called Cultural Studies, Individual and Society, and Management and Transformation of Institutions)

— Career Education Certificate (1 major certificate chosen from one or more of the following Career areas: Legal Education Services, Human Growth and Development, Community Change and Housing)

— Independent Interest Certificate (1 certificate designed or selected independently by the student)

— In addition, a student completes two competencies in an entry program called Assessment, emphasizing skills in identifying competence gained through prior or nontraditional learning, and educational planning skills.

College of Public and Community Service Procedures for Withdrawal and Readmission

Procedure for Withdrawal

Official withdrawal is required of all students who wish to leave the University temporarily (leave of absence) or permanently. The procedure for withdrawal is as follows:

1 - Obtain an official withdrawal form from the Office of Academic Affairs.

2 - Speak with your Advisor about your plans.

3 - Complete the form and return it to the Office of Academic Affairs for final action. (There are two types of withdrawal: a) Withdrawal with clearance for automatic readmission; b) Withdrawal without clearance for automatic readmission.)

Once the type of withdrawal has been determined by the Office of Academic Affairs, you must get clearance from the Registrar's Office, Bursar's Office, and other services at the Harbor Campus as indicated on the form. *You will not be considered officially withdrawn until this procedure has been completed.* Failure to complete this withdrawal process can seriously jeopardize readmission at a later date. Transcripts will not be released by the Registrar until official withdrawal has been completed. Information on tuition rebates related to withdrawal is available through the Bursar's Office.

Leave of Absence

A leave of absence is technically called "Withdrawal with Clearance for Automatic Readmission" as noted above. Such a withdrawal must be approved by the Office of the Associate Dean for Academic Affairs at CPCS. A student with this type of withdrawal may be readmitted in any semester without further processing simply by submitting notice of intent to return in an Application for Readmission, available through the Registrar's Office, Harbor Campus. *Applications for Readmission must be submitted by June 1 for the following Fall Semester, and by November 1 for the following Spring Semester.*

Please Note: The clearance for automatic readmission applies only to readmission to CPCS, and not to any other college or program of the University. If a student has withdrawn without clearance to readmit, any readmission application will be processed in the same way as all new applications to CPCS.

The "Liberating" Arts

The College believes that the true purpose of a liberal education is to free people's minds: to increase consciousness of the deeper meanings of their lives, their work, their communities. As people grow more aware of the meaning of what they do and of the relationships between knowledge and action, their consciousness is liberated and their ability to learn is revitalized. The College has organized its General Education Curriculum in an interdisciplinary form to show the relationships between various fields of knowledge, and to relate these liberating arts to work in public and commnity service careers. For example, the American Values certificate includes ethics, history, literature, sociology, and anthropology in a way that enables people to deal more effectively with questions of value in their personal and professional lives.

Admission to the College of Public and Community Service

Admission is determined primarily on your maturity, motivation, and desire to develop the skills and knowledge necessary for effective work in public and community service. If you are seriously interested in a career in this field, CPCS would welcome your application for admission. Though SAT scores, if you have taken the tests previously may be submitted, they are not required for admission to CPCS.

To apply for admission to CPCS

1 - Attend one of the Admissions Seminars held at 100 Arlington Street (12th Floor, Conference Room) any Tuesday morning at 9:00 A.M. or Wednesday evening at 5:30 P.M. (Sessions are not held the last three weeks of December or in July or August).

2 - Complete the University Application form.

3 - Submit transcripts from high school and any other colleges attended.

4 - Complete the special CPCS personal statement form available upon request or at the Admissions Seminar.

5 - Submit two letters of recommendation.

6 - Personal interview (optional).

For further information about admission to CPCS call the Admissions Counselor for this College.

Administration and Faculty

John H. Strange,
Dean of College
James Breedon,
Harold R. Bronk
F. Coit Butler
Barbara M. Buchanan
Loretta E. Cedrone
Quentin Chavous
Ai-Li Chin
William Clark
Frank Davis
Carmen Dillon
Ellen Feingold
Arlene Fingeret
Patricia Fleming
Badi G. Foster
Ann A. Fowler
Phyllis K. Freeman
Suzanne M. Gassner
Michael T. Greene
Philip S. Hart
Joanna C. Hiss
Nancy Jo Hoffman
Richard A. Hogarty
Bradley M. Honoroff
Lucy Horwitz
Emilie S. Ireland
Daisy Janey
Sandra L. Kanter
Nancy N. Klinger
Sharyn Lowenstein
David E. Matz
Paul McEvoy
Irving Pollitt
Betty Richardson
Robert J. Rosenbaum
Paul Rosenkrantz
Rosamond R. Rosenmeier
David I. Rubin
Gary N. Siperstein
Beverly Smith
David A. Smith
Michael E. Stone
Stephen Subrin
Clark Taylor
Carole Upshur
Stanley R. Wachs
Elaine P. Werby
Robert B. Whittlesey

Assessment and Planning for New Learning

Students entering the College of Public and Community Service are involved in an educational program which utilizes an innovative and relatively new approach to curriculum design: competency-based education. A competency-based system, such as CPCS, requires that all students become self-directed learners. The ability to plan and to make decisions in one's life, career and education involves decision-making and planning skills called Assessment.

In order to assist students to assume the responsibilities of a self-directed learner, the College has designed an entry program called Assessment required for all new students. This program is designed to accomplish the following objectives:

1) To familiarize students with competency-based education as employed by CPCS
2) To introduce students to the curriculum (certificate, competencies, and degree requirements)
3) To assist students in the identification of competencies which they have upon entry
4) To identify areas which require new learning
5) To develop skills in goal setting and planning

Assessment is an integrated entry program which allows students to become involved in a variety of activities (courses, workshops, etc.) while in a highly supportive environment.

Field Education

The College encourages the development of off-campus activities that are directly related to the competency-based curriculum. Students who are employed in jobs related to the competencies are urged to identify resources for competency instruction and/or evaluation in their work settings and to develop a plan to relate these activities to their educational goals. The College does not automatically grant credit for work experience. However, the faculty helps a student relate work experience to appropriate competencies and in that fashion, "credit" it. Previous work experience is helpful in meeting competency requirements.

The College Centers make available to students field placement opportunities (usually volunteer) in agencies, organizations and programs where it is possible to work toward competency acquisition. Placements are also used to increase a student's understanding of course material and, if relevant, to provide the opportunity for demonstration of competencies.

The College also initiates the development of relationships with community service agencies in order to recruit employees who may be interested in personal and professional growth. Through the joint efforts of agency and College staff, cooperative education programs are designed to provide instruction and evaluation activities at the work site as well as at the college.

Students should address any questions about field placement activities, course-related activities or adaptation of a work site to educational goals to appropriate center faculty.

Evaluation of Competence According to Performance Standards Instead of Grading

When students demonstrate competencies, they are evaluated according to specific standards which are published in advance. All students are required to demonstrate competence at the same high standards of performance. Students are evaluated as having successfully demonstrated competence, or are informed by evaluators what further work is needed to demonstrate competence. Instructional help is available through courses and individual work with the faculty, a tutorial program, and peer study groups. There is no grading as such at the College. This standard-centered approach is at the heart of competency-based education; it allows students to focus on individual and groups needs, to learn at their own pace, and to work cooperatively toward learning goals.

The Student Body

CPCS students have one thing in common: They represent the human resources and hopes of Greater Boston. Men and women of all ages, races, creeds and economic backgrounds will be your fellow students at CPCS. Their average age is 32 — and most work full or part time. Generally students at CPCS are working in the fields of public and community service or seeking such work. Some students are attending CPCS in order to change careers and will use their degrees to move into new fields. Their diversity, both in cultural and professional background, make CPCS a lively and interesting learning situation. If you are interested in a career in public and community service and in joining our most remarkable student body, we urge you to attend our Admissions Seminar.

Similarly, writing competencies may be gained through Applied Language and Mathematics (A.L.M.) courses or courses taken elsewhere in the College. Two courses, "Sentence Sense" and "The Language Experience" will deal with the fundamentals of the writing process in approaching the writing competencies Analysis, Experiential Communication, and Advocacy. ALM strongly recommends that you gain the competencies; in Professional Communication and Law Communication through courses or work related to your career center.

Description of the Certificates

Degree Requirements:

All students must earn the three certificates offered by the Essential Skills Center in order to graduate.

Writing and Speaking Certificate.

This certificate contains five competencies, at least three of which must be demonstrated in writing and at least one in speaking.

The writing certificate aims at competence in several different kinds of writing that you may be called on to perform, either in public or community service settings or in your studies at CPCS. In gaining these competencies, you should achieve a broad range of writing abilities. At least 10 pages (or 2,500 words) must be presented for each writing competency. You can reach this total by combining several short papers that demonstrate the competency (for example, "Advocacy" writing), or by submitting one longer paper. Wherever possible, the Center encourages you to combine your work on writing competencies with work in the General or Career Centers, and to relate the development of writing skills to your other goals in the College.

At least 20 minutes of speaking is required to earn a speaking competency. A student can earn parts of a speaking competency, if the presentation is shorter than 20 minutes. The means of demonstrating speaking competencies are: by presenting an audio-tape, video-tape, by a simulation video-tape, simulation with audio-taping, by being directly observed in the classroom or on the job, etc.

Reading Certificate:

This certificate has five required competencies. The competencies in the reading certificate are based on the process a competent reader uses in reading new or unfamiliar material. First you approach the material; then you read for initial comprehension; then you analyze for full comprehension; finally, you judge (or evaluate) the quality of the material.

In the Reading Certificate, students should first complete the Initial Comprehension competencies which may be gained through a standardized test or through the course, "Using Self-Analysis to Improve Your Reading and Writing Skills; A Process Approach." The other competencies (Comprehending the Work, Judging the Work, Pre-Reading, Library Research) may be gained through reading done for general or career Center courses, as the competency index shows. They may also be gained through workshops or scheduled evaluations which the Essential Skills Center sponsors.

Math Certificate:
This certificate has 2 required competencies and a third — a double-weighted competency — can be chosen from the remaining 3. The 2 required, Basic Math and Algebra, emphasizes a student's ability to solve problems using basic math and algebraic processes. The 3 advanced competencies — Statistics, Computer Science, and Public Service Math — reflect math skills and applications necessary to the various professional roles for which you are preparing. You are expected to choose an advanced option in consultation with your Career Center.

Example of a Competency
The **Judging the Work Competency** found in the Reading Certificate is offered as an example of a complete A.L.M. Competency.

Judging the Work may be demonstrated with *either* non-fiction prose writing *or* with a work of literature. *Choose one.*

A. Competency title: *Judging the Work - Non-fiction Prose*

Rationale:
Throughout your career in public and community service, whatever your role, you will be judging written materials, both the work of others and your own, that state and advance a point of view. When you are preparing material that makes a case for a point of view and that seeks to influence others, or when reviewing such material being prepared by others, you must have a frame of reference (or set of criteria) with which to judge the piece of work. It is suggested that Judging the Work (either with non-fiction prose or literature) is the last competency to be demonstrated in the Reading Certificate.

Competency:
The student can judge the quality of a piece of non-fiction prose writing using a set of specific criteria.

Criteria:
I) In judging the quality of the piece, you must address each of the following areas: a) development of the main point, b) accuracy of information, and c) approach to audience. Under each of the judgment headings listed below (a,b,c), you must choose *at least one* of the criteria listed as subpoints (1,2,3), or use a comparable criterion which you have substituted.

a) Your criteria for judging the development of the main point should address *at least one of the following:*
   1. How consistently the author maintains the point of view.
   2. How well the author uses evidence, supporting materials, etc., to strengthen the main point or to make it clear.
   3. How logical the author's argument is.

b) Your criteria for judging the accuracy of the information should address *at least one of the following:*
   1. How exact the author's statements of fact are.
   2. How careful the author's documentation is.
   3. How broad the range of sources of information used is.

c) Your criteria for judging the quality of the author's relationship to audience should address *at least one of the following:*
   1. How appropriate the author's choice of language is, given his/her subject and audience.
   2. How effectively techniques are used to help the audience grasp the subject.
   3. The extent to which the nature of identity of the audience has been taken into account.

II) The evidence of the written work must not contradict your judgments.

Evaluation:
You will be provided with a range of materials from which to choose the one piece you are to judge. There are several examples in each of the following categories from which to choose: grant proposals, position papers, program reviews, proposed solution to problem and plan of action, and general science and humanities articles. Your judgment of the work may be presented in writing or orally.

B. Competency Title: *Judging the Work-Literature*

Rationale:
Judging a work of literature (a novel, short story, play or poem) is similar to judging a work of non-fiction prose writing. When either writing a literary work yourself, or reviewing another's work, you must have a frame of reference (or set of criteria) with which to judge the quality of the work. It is suggested that Judging the Work (either with non-fiction prose or literature) is the last competency to be demonstrated in the Reading Certificate.

Competency:
The student can judge the quality of a work of literature, using a set of specific criteria.

Criteria:
I) In judging the quality of the work, you must address each of the following areas in detail: a) development of the main patterns of meaning or main themes, b) effectiveness of the author's use of detail, c) effectiveness of the author's use of point-of-view. For each of these areas, you must choose *at least one* of the criteria listed as subpoints (1,2,3), or use a comparable criterion which you have substituted.

a) Your criteria for judging the development of the main patterns of meaning or main themes should address *at least one* of the following:
   1. How well the author has articulated the main pattern(s) of meaning or themes.
   2. How internally consistent the author's patterns of meaning or themes are.
   3. How well the minor themes relate to the major themes.

b) Your criteria for judging the author's use of detail should address *at least one* of the following:
   1. How significant are the author's chosen detail to the expression of his/her main subject(s) and/or theme(s).
   2. How appropriately placed the significant detail is to the expression of the author's main subject(s) or theme(s).
   3. How consistent the author's use of significant detail is within the work itself.

c) Your criteria for judging the effectiveness of the author's use of point-of-view should address *at least one* of the following:

   1. How carefully selected the point-of-view is, considering the author's main theme(s) and subject.
   2. How carefully the point-of-view is managed in order to affect the author's intended audience (reader or listener).
   3. How internally consistent the author's point-of-view is.

II) The evidence of the written work must not contradict your judgment.

Evaluation:
You will be provided with a range of materials from which to choose the one work you are to judge. There are several examples in each of the following categories from which to choose: a novel, short story, play or poem. Your judgment of the work may be presented in writing or orally.

All A.L.M. Competencies follow the format used for the Judging the Work Competency. The complete texts of all competencies are available in a separate publication. The summary statements for all A.L.M. Center Competencies are included here for reference purposes. The complete text of the competency must be consulted for evaluation purposes.

Applied Language and Mathematics

Reading Certificate:
All five are required

Part One — Approaching the Work

Comp. 1:
"Pre-Reading": Judge the usefulness of a book encountered for the first time by "pre-reading" it.

Comp. 2:
"Library Research": Locate and make use of a library appropriate to your own research purposes.

Part Two — Reading the Work

Comp. 3:
"Initial Comprehension": Read materials encountered for the first time in order to:

a) locate the writer's main idea
b) locate the materials used to support or develop the main idea
c) identify the writer's attitude toward the material
d) identity the writer's attitude toward readers, or the writer's intended reading audience

Part Three — Comprehending the Work

Comp. 4: Recognize written texts as integrals structured by:

a) identifying the several parts (the beginning, the ending, titles, subtitles, key passages and illustrative material like graphs and charts) and factors (techniques essential to establishing and maintaining the effects the writer wishes to achieve) that make up the whole, and
b) determine the function of at least one of these in relation to the whole (the way that the parts both complete and affect the whole).

Comp. 5:
"Judging the Work": Evaluate the strengths and weaknesses of written work, using specific criteria in your evaluation.

Writing and Speaking Certificate:
All five are required.

1) **Advocacy:** Advocate a position on a subject of your choice (which is relevant to public and community service) with the intent of persuading an audience not yet convinced of your position, and summarize at least one position contrary to or different from the one you are advocating.

2) **Analysis:** Analyze a subject systematically (identify its component parts) and draw a valid conclusion from this analysis.

3) **Communication of Personal Feelings/Experiences:** Express your own (or someone else's) personal feelings and/or experiences to a specific audience of your choice, and identify your audience clearly.

4) **Communication of Technical Career Knowledge to a Professional Audience:** Express technical knowledge or ideas in your career area to an audience of professional people who are working in that same area.

5) **Communication of Technical Career Knowledge to a General Audience:** Express technical knowledge or ideas from your chosen career area in "everyday" language that is clear to a general or community audience.

Math Certificate:
The first two are required; choose one from the last three:

1) **Basic Math:** Know the basic math which the average person needs to deal with everyday problems (add, subtract, multiply and divide integers, fractions, decimals and percents) and with the CPCS curriculum.

2) **Algebra:** Can solve mathematical problems in the CPCS curriculum and in everyday life experiences which require algebraic skills.

3) **Public Service Math:** (a double competency) Know the math necessary to do the financial planning, decision-making and record-keeping for a Public Service Agency.

4) **Statistics:** (a double competency) Use the techniques of descriptive statistics to analyze data and to understand basic concepts of statistical inference.

5) **Computer Science:** (a double competency) Can solve computational or data processing problems by programming and operating a computer.

Assessment Competency (Double Competency)

Requirements: This double-weight competency is required for completion of the general center requirements.

Rationale: A student competent in self-assessment and educational planning is able to live creatively with change and growth in a rapidly changing society. The ability to plan and to make decisions in one's life, career and education involves decision making and planning skills called assessment. Aspects of this process include: the identification of personal, educational and career goals, assessing one's learning capabilities (strengths and weaknesses), identifying resources, designing a realistic plan of action, evaluating the results, making revisions in your plans as needed, and executing the plans.

Competence in self-assessment and planning is essential to progressing successfully through the program at CPCS. A competency-based system, such as at CPCS, requires that all students become self-directed learners. This means that a student can make sound decisions about what kinds of learning to pursue and how. Since there are no required courses or prescribed sequences of learning, each student must develop an individualized learning plan which reflects his individual educational and career goals and the means by which these goals will be met. The learning plan includes both a general map of the total learning the student will undertake at CPCS and a carefully worked out plan for attaining competencies in the first six months. Moreover, the process must be repeated and plans must be reviewed and revised as the student progresses towards the degree.

The Assessment Competency is in essence a planning competency. Students will find these planning and self-assessment skills helpful in their progress through their program at CPCS. Furthermore, these skills will continue to be useful in short and long range planning in career development and learning and beyond the completion of the B.A. program at CPCS.

Competency: The student can make rational decisions about how to demonstrate competencies based on realistic self-assessment and a reasoned plan of action.

Center for Applied Languages and Mathematics

The Essential Skills program is designed 1) *to help you assess your skills* and to become aware of your levels of competence in reading, writing and mathematics so that *you can plan realistically* for further instruction; 2) *to assist other CPCS faculty* to include instruction and evaluation wherever appropriate in the context of their CPCS courses; and 3) *to provide, where you need or want it, intensive and specialized help* in Essential Skills, through courses, workshops and in our growing tutorial program.

Although there is no requirement that students demonstrate competence in Essential Skills prior to taking on other work in the College, there is general agreement about the importance of your becoming aware early of your own reading, writing, and computational processes. Taking the necessary steps early to strengthen your mastery in these areas means that all your learning at CPCS will proceed more enjoyably and efficiently.

In the Math Certificate, students should first complete the Basic Math and Algebra competencies, and then work on Business Math, Statistics or Computer Science. It is important to get advice from your career center as to which of the advanced math competencies will be most useful in your career area.

Applied Language and Math Center

Stretching: A New Course in Basic Math and Reading

Instructor: Arlene Fingeret

Competencies to be addressed: Basic Math, Initial Comprehension

Purpose of course: This course is designed for students who want an entire term to work on their basic math, students who are unsure of their ability to learn and do math, students who are interested in their own process of attacking and solving problems, and students interested in the relationship of reading and math, and in the relationship of their skills in reading and math to other skills they use everyday and throughout life.

Goals: 1) Analysis of personal style of problem solving and ways in which our style and skills help or interfere with comprehension of reading materials and working with math problems; 2) Identification of needs for skills development in problem-solving, and practice with those skills; 3) Development of skills necessary for the Basic Math and Initial Comprehensive competencies.

Reading Awareness: A Process Approach

Section 1: **Instructor:** Lowenstein

Section 2: **Instructor:** Ireland

Competencies to be addressed: Reading Certificate: Initial Comprehension and Pre-Reading; Writing Certificate: Personal Experience and Analysis; Values Certificate: What are Values?

Goals: Continuing from the Fall Semester, this course will focus on those skills needed to gain the reading competencies, Initial Comprehension and Pre-Reading. We will also begin to explore the competencies Comprehending the Work and Judging the Work and the relation of reading skills to the Competency, "What are Values?" in the Values Certificate. We will explore ways to read faster and more efficiently. The reading skills learned in this course also will be used to strengthen writing skills. This course will continue to emphasize the student's individual reading and thinking processes, relating these to life experiences that help or hinder your reading processes.

The Reading Process

Instructor: Ireland

Competencies to be addressed: Reading: Pre-Reading, Initial Comprehension; Writing: Personal Communication

Goals: This course will help you find out how your life experiences help or hinder you as you read. It will emphasize each person's individual reading and thinking process. Our goal is to enable you to make an in-depth exploration of where *you* are in your analytic thinking and reading; to help you understand how and why the author put together the material as s/he did; to read and study more efficiently in all your courses; to help you say on paper what you mean.

Writing

Sentence Sense: A course to Strengthen Your Competence as a Writer

Instructor: Rosenmeier

Competencies to be addressed: Analysis and Advocacy in the Writing Certificate; other CPCS competencies where analytical writing is asked for.

Goals: This course is designed for the person who has experienced difficulty with writing for evaluation at CPCS. By conclusion of the course, each student should know how to approach a writing task and how to improve his/her first draft.

The Language Experience: A Course in Listening, Reading, Speaking and Writing

Instructor: Michael Greene

Competencies to be addressed: Advocacy, Analysis, Experiential Communication in the Writing Certificate, Comprehending and Judging the Work in the Reading Certificate and selected competencies in the Values Certificate.

Goals: To learn to use language more effectively in a variety of life situations including demonstrations of competence.

Prison Practicum

Instructor: Michael Greene

Competencies to be addressed: Writing Certificate: Advocacy, Analysis, Lay Communication. Law Certificate: Administrative Agencies, Influencing Administrative Agencies, Ethics of Role, Values Within the Law. Role and Identity Certificate, Values Certificate, Social Change Certificate

Goals: 1)To help students become familiar with the Department of Corrections, its institutions, personnel and practices; 2) To produce a handbook useful to inmates and their families and friends; 3) To help students improve their writing and communications skills.

Without Self: American Poets in the Process of Finding Identity
Instructor: Rosamond Rosenmeier

Competencies to be addressed: Reading Certificate: Comprehending and Judging the Work; Writing Certificate: Analysis and Experiential Writing. Also, students will be encouraged to select individual competencies in the Values or Role and Identity Certificates.

Goals: To read and understand a selection of American poets from the 19th and 20th Centuries and to apply a set of criteria suitable to their work. To understand these poets' responses to conflicts in values and in identity.

Mathematics

Basic Mathematics
Instructor: Lucy Horwitz

Competencies to be addressed: Basic Mathematics

Goals: The course covers all skills needed to complete the basic math competency. Assignments of exercises will be made in each class for students to do outside of class and then to discuss in class. Regular attendance is important.

Algebra
Instructor: Lucy Horwitz

Competencies to be addressed: Algebra

Goals: The course covers all skills needed to complete the algebra competency. *How to learn the competencies:* Exercises will be assigned for students to do outside of class. These will be discussed in class. Regular attendance is important.

Computer Science
Instructor: Frank Davis

Competencies to be addressed: Computer Science Competency

Goals: The goals of this course are: 1) that the student obtain an understanding of the operating structure of computer systems; 2) that the student be able to operate and program a computer using the BASIC (Beginners All-Purpuse Symbolic Instruction Code) programming language.

Statistics
Section 1: Instructor: Davis
Section 2: Instructor: Horwitz

Competencies to be addressed: Statistics

Goals: To prepare students for the competency. To give students a reading knowledge of statistics and the experience of handling data.

Public Service Math
Instructor: Paul McEvoy

Competencies to be addressed: Public Service Math

Goals: Prepare students to function effectively in a public service agency by providing both mathematical skills and experience with agency budgets, etc.

Applied Language and Math Tutoring Program: Students Who Are Tutoring — Math and Reading
Instructors: Arlene Fingeret and Sharyn Lowenstein

Competencies to be addressed: To be negotiated with instructors

Goals: Tutors will develop skills in diagnosing reading, writing, and/or math strengths and weaknesses of students, planning and carrying out meaningful lessons, evaluating student and tutor progress, preparing and using careful records, and possibly in areas of program development and administration.

Tutoring Program: Students Being Tutored: Reading, Writing, Math
Instructors: Arlene Fingeret and Sharyn Lowenstein

Competencies to be addressed: To be negotiated with instructors. Can include all Applied language and Math Center competencies, as well as competencies of other centers which involve reading, writing, math or critical thinking.

Goals: Students will identify skills they already have and can build on, identify skills they need to develop, and will develop those skills.

Degree Requirements

The Center for General Education
All students must earn five certificates in the Center for General Education in order to graduate. Further, the student is required to complete at least one certificate in each of the Center's three curriculum groupings: Cultural Studies, Individual and Society, and Institutions.

Description of Certificates

Cultural Studies Grouping
Values Certificate: Values, their history and consequences, often are said to be the subject of liberal arts education, but perhaps because we say we are always teaching about values, we tend not to teach about them explicitly. This Certificate addresses values explicitly, and requires that you be competent in distinguishing or selecting out the values which inform personal and public life — policies, institutions, individual and group acts, and even physical objects. It also requires that you demonstrate competence in understanding and testing your own values.

In recent years social scientists have studied values and have been particularly interested in how people acquire them, but traditionally values have been the realm of the philosophers and writers. From the moral philosophers' questions: "What shall I do?" "What ought I to do?" we derive a definition of values. A value is a general principle which provides a standard for making judgments about what is right, or just, or good or desirable, what ought or ought not to be done. For example, that human life is sacred, that justice includes racial equality, that scarce resources should be shared are statements of values. Unlike norms, mores, beliefs, or attitudes, values are always concerned with what is moral; values tell us what a good life ought to be.

The competencies in this Certificate require that you apply general principles of value to specific situations, and that you account for the ways in which values change. You are encouraged to use yourself as subject of this Certificate.

Comparative Culture Certificate: Workers in public or community service must deal with people from a wide range of cultural traditions. Their ability to recognize and take into account the customs, beliefs, assumptions and values of those people is often responsible for a major proportion of the success with which they carry out their service.

An understanding of the nature of culture and its relationship to human behavior is an invaluable tool in gaining a better understanding of the real needs and desires of people, in avoiding the pitfalls of ethnocentric judgments and in assisting public and community service organizations to develop better policies and procedures which provide genuine service to their clientele.

While the Certificate does not represent an extensive knowledge of a variety of cultures, it does require experience in cultural comparison as a ways of assuring at least a sensitivity to and recognition of the range and variety of cultural responses and the relation of any particular response to the culture of which it is a part.

The Certificate is awarded upon completion of the following requirements:

1. Successful evaluation in Competencies I and II.
2. Successful evaluation in any competency which has a double value or any other two single competencies.

Basic Foreign Language Certificate: The ability to communicate in a language other than one's own is desirable both as a useful tool for exchanging information and ideas with persons who speak another language and as a way of broadening one's perspective on the world.

In addition to this general desirability, it is specifically valuable in public or community service since it allows one to better serve that portion of his clientele who speak the language one has acquired — both as a tool to discover the needs and desires of persons who are unable to convey them in English and also insofar as it contributes to one's awareness of the culture represented by the language and one's ability to take that culture into account as one serves in a public and community context.

This certificate represents the ability to communicate in a language other than English about personal circumstances, needs and desires without recourse to English. The person awarded this certificate will be able to extract such information from a native speaker who knows no English and will be able to provide basic information, simple interpretation or helpful referrals.

Terms of the Certificate:

1. This certificate is awarded in a particular language which is specified on the student's record.
2. The language to which it applies may be any modern language agreed upon by the evaluators.

Individual and Society Grouping

The theme throughut these two certificates is the study of the individual's identity and interaction in various social contexts.

Role and Identity Certificate: This certificate focuses on the perceptions and attributions that members of one group hold towards members of other groups.

Small Groups Certificate: This certificate focuses on the theory and analysis of small group behavior.

Institutions Grouping

Social Change Certificate: This certificate focuses on the distribution and use of power in society as well as skills and behaviors which can help produce changes in that distribution. Research and organizing skills are emphasized.

Political Economy Certificate: As the title suggests, the primary concern of this certificate is the relationship between political and economic behavior, if based on an understanding of traditional economic theory, and an emphasis on the impact and efficacy of public sector economic policies.

Politics Certificate: This certificate focuses on an understanding of classical democratic theory, an understanding of the distribution and use of political power, on public-sector decision-making, as well as elections and legislative process.

Sample Competency Statement

"Local Governmental Structure" is a competency within the Social Change Certificate.

Social Change Certificate Institutions Center

Competency #2

Local Government Structure

Competency: Identify and describe the local governmental structure of a community. Discuss the relation of key actors in local government to other interests in relation to a specific social change effort.

Criteria:

1. Specify the nature and dimensions of the desired social change in the community of concern.

2. Identify and describe the local government structure to include:

organizational chart	a. construction of a chart, or other appropriate description of the formal local government structure, including lines of authority and responsibility;
sociometry	b. specifying key actors and describing the informal processes of decision-making within the local government;
vertical integration	c. a description of the relationship between local politicans and state *or* national politicians and an estimation of the influences of each group on the other;
horizontal integration	d. a description of the relationship of the key factors in local government to major economic interests, other dominant community institutions, agencies or authorities, and to community leaders or activists.

Standards:

1. The community of concern should be comprised of at least a 25,000 population.

2. The social change effort should be broad enough to include key actors in criteria (c) and (d).

3. The information must be accurate and sources noted.

Example of Evaluation: School desegregation is a major social change effort now underway in Denver. Identify and describe the local governmental structure of this community in relation to other interests concerned with this particular issue of social change.

All General Center Competencies follow the format used for the local Governmental Structure Competency. The complete texts of all competencies are available in a separate publication. The summary statements for all General Center competencies are included here for reference purposes. The complete text of the competency must be consulted for evaluation purposes.

Cultural Studies

Certificate A; Values: 4 out of 6 are required

1) **What Are Values?**
   A) **Definition of Values:** Explain and illustrate by one example (150 words) either the definition of values given by the Culture Center or your own definition.
   B) Given a social issue, narrative, and/or function/event, pick out examples of each of these six different kinds of values:
   1. Personal or individual value
   2. Group value
   3. Social value
   4. Value associated with an historical era
   5. Explicit value
   6. Implicit value
2) **Values and Choice:** Analyze a significant individual choice in which values are in conflict.
3) **Values and Work:** Describe the history of and interpret the values associated with a particular job in the past and today.
4) **Bureaucracy and Moral Responsibility:** Define and analyze the extents and limits of an individual's responsibility in institutional and social settings.
5) **Myth:** Portray and interpret a significant myth that recurs over a period of time.
6) **Value Change: Past and Future:** Analyze the process of change in a significant value in relation to a social institution or social issue over time.

Certificate B: Comparative Culture: Competencies one and two are required, with another double competency.

1) **The Notion of Culture:** Can utilize the notion of culture in efforts to understand the ways people behave.
2) **Comparative Cultural Contexts:** Can examine, both comparatively and within their own cultural contexts, the perceptions and reactions of differing cultural groups to a particular human concern.
3) (double competency) **History and Culture:** Can explain a particular state of affairs in terms of the sequence of events which brought it about, with particular emphasis on the cultural perspectives of the people involved.
4) (double competency) **Social Policy and Culture:** Can analyze the cultural dimensions of social policy.

Basic Language Certificate: All four are required.
1) Can speak the language in a manner that may be understood by a native speaker.
2) Can understand the language spoken by a native speaker.
3) Can write simple descriptions, explanations or instructions which can be understood by a native speaker.
4) Can read simple descriptions, explanations or instructions in the language.

Individual and Society

Role and Identity Certificate: Four out of the seven are required.

1) **Who Am I? Self and Others:** Identify and describe several groups to which you belong, and summarize your role in each.
2)
   A. **How Do I See Others?:** Explain how you perceive or respond to members of groups other than your own.
   OR
   B. **How Do Others See Me?:** Describe how others perceive or respond to you in terms of your group identity.
3) **How Do Others See Others?:** Explain how one social group develops an attitude or perception of another social group.
4) **Distorting Mechanisms:** Describe distorting mechanisms (stereotypes, stigmas, self-fulfilling prophecies, etc.) which cause errors in perception and evaluate how such mechanisms can lead to misunderstanding, prejudice, and conflict.
5) **Role Conflict and Role Integration:** Identify and describe instances of role integration, and show how conflicts can be resolved.
6) **Influence of Mass Media:** Identify and describe several types of mass media, and evaluate the manner in which they affect and influence your sense of identity.
7) **Techniques and Ethics of Changing Identity:** Formulate different ways or a method of changing your identity and the identity of others (consciousness-raising, persuasion, "brain washing") and describe the ethical concerns and values associated with these techniques of changing identity.

Small Groups Certificate: 4 out of the 6 are required.

1) **The Dynamic Concept of Groups:** Differentiate between the social psychological concept of the term "group" and other common or technical meanings of the term.
2) **Individual as a Group Member:** Evaluate yourself as a group member, including feedback from other group members, and identify the roles you fulfill in the group and your behavior in each role.
3) **The Dynamics of Intrapersonal Change:** Explain, according to a selected learning theory, how an individual's behavior is changed by participation in an experiential group whose emphases are personal and/or interpersonal growth.
4) **The Dynamics of Group Development:** Describe the development of a group according to a selected theory or model.
5) **Analysis of Small Group Behavior:** Analyze the behavior of an ongoing group.
6) **Methods of Studying Small Groups:** Compare different research approaches to the study of small group behavior.

Social Change Certificate: 4 out of the 5 are required.

1) **Neighborhood Research and Observation:** Use basic research and observation skills to gather data and test a hypothesis in a neighborhood of your choice in Boston S.M.S.A.
2) **Local Governmental Structure:** Identify and describe the local governmental structure of a community. Discuss the relation of key actors in local government to other interests in relation to a specific social change effort.
3) **Analysis of Power:** (double competency) Develop a "map" of a specific conflict
4) situation (identify groups with an interest or stake in a particular social or political conflict, etc.); based on that map design a strategy to further the interests of any one party to that conflict.
5) **Action Organizing:** With regard to community issues or concerns plan, organize and either implement or mobilize residents for at least three out of:
   Community Meeting;
   Demonstration;
   Press Conference;
   Public Hearing;
   Training Conference.

Political Economy Certificate: Four out of the six are required.

1) **Traditional Economic Concepts:** Apply basic economic concepts to understand and interpret current events.
2) **Economic Distribution:** Apply traditional economic theory to explain important social problems.
3) **Public Economy:** Evaluate the effects of state or city revenues and expenditures on residents of various income levels.
4) **Economic Allocation:** Trace the effects over time of a change in supply, demand, or price of goods or service in the private sector on consumers and suppliers.
5) **Alternative Economic Institutions:** Evaluate economic institutions outside or counter to traditional American economic institutions.
6) **Local Economic Data and Research:** Develop and interpret economic profiles of local communities.

Politics Certificate: 4 out of the 5 are required.

1) **Classical Democratic Theory:** Show how each of 12 concepts (outlined in the competency statement) of democratic governance can be used to explain the distribution and use of political power in relation to a given event or social issue.
2) **Public Sector Decision-Making:** Can analyze the political process by which decisions are made in the public sector of American society.
3) **Theories of Decision-Making:** Can apply different theories to the decision-making processes in the public sector.
4) **Elections:** Understand and be able to use basic analytic and organizational skills in a municipal or other local election.
5) **Legislature:** Describe the major steps by which a particular bill becomes a law in Massachusetts.

The Instructional Program of the General Center

Cultural Studies Grouping
Certificates: Values, Cultural Comparison, Foreign Language

Making and Breaking the Social Contract: Law Through Literature
Instructors: Nancy Hoffman and Brad Honoroff

Competencies to be addressed: Values Certificate; self-designed competency in Law

Goals: To construct a philosophical context for the study of law by asking: What is the bond or "contract" which holds people together in a nation or society? What does the contract tell us about the nature of human nature? Why do novelists and dramatists often create a hero who stands outside of the bonds of society? Readings include writers from the Greeks to today: *Antigone*, Sophocles; *Measure for Measure*; Shakespeare; *Billy Budd*, Herman Melville; *Crime and Punishment*, Dostoevsky; *The Stranger*, Camus; *Lord of the Flies*, Golding; *One Flew Over the Cuckoos Nest*, Kesey; *Meridian*, Alice Walker; and selections from Aristotle, Rousseau, and Marx.
SEE FULL COURSE DESCRIPTION IN *Legal Education* Services

Freedom, Rights and the Constitution
Instructor: Feingold

Competencies to be addressed: Law Certificate: Law and Values; Culture Certificate: What are Values? Values and Choice, and others

Goals: To explore the American Constitutional ideal of a society governed by the majority, but preserving and protecting the rights of minorities, even to the single individual. The course will focus on the relationship between individual rights and social needs. Examples of topics are Campaign Financing and Free Elections; Political Dissent and Repression; Anti-Discrimination, Affirmative Action, and the Right of Free Association; Personal Privacy and Public's Right to Know; Free Speech and the Electronic Media; Mental Illness, the Right to Treatment, and the Right to Free Consent; Privacy and Computer Data Collection; Economics and Civil Liberties.

Women in Politics and Government
Instructor: Feingold

Competencies to be addressed: Values Certificate: Bureaucracy and Moral Responsibility, Myth, Value Change

Goals: To examine the changing roles played by women in a variety of political, legislative and administrative processes including campaigns, elected, appointed and administrative jobs, legislation and lobbying, and paid and volunteer work. The impact of women on issues of social change will be a major focus of the classwork.

Working Women: Fact and Fiction
Instructors: Hoffman and Feingold

Competencies to be addressed: Values Certificate: Values and Work, Myth; Reading and Writing Certificates: Competencies to be arranged.

Goals: To compare the image and reality of women's paid work by reading poems and short stories (from a new anthology) and selected economic and sociological studies. Students will be encouraged to share their experiences and perceptions of themselves as workers.

Community Education Practicum
Instructor: Nancy Hoffman

Competencies to be addressed: Values Certificate: Values and Work, Bureaucracy and Moral Responsibility, Action Organizing; Writing Certificate

The City-wide Educational Coalition (CWEC) is a private, nonprofit corporation which represents parents from every Boston Neighborhood. The 35 staff members are racially and ethnically diverse; women, especially mothers, predominate. The staff work in various roles: There are parent organizers, a monthly newspaper called "Common Ground", and technical assistance and advocacy services. Several CPCS students are/have been paid workers at CWEC.

Goals: Students with skills in tutoring, writing, newsletter and report writing, legal and political research, and community education will practice these skills in a field setting under direct supervision. There are opportunities to monitor proceedings in Judge Arthur Garrity's court, research issues such as Chapter 766 and school utilization of taxes, write for a community newspaper, work with school councils, as well as tutor CWEC staff in writing. There will be several background seminars with CWEC staff.

Beginning Spanish
Instructor: Quentin Chavous

Competencies to be addressed: Independent Interest Certificate in Spanish or when approved, the Cultural Studies Language Certificate

Goals: To assist the student in learning Spanish as it is spoken in Latin America.

Intermediate Spanish
Instructor: Quentin Chavous

Competencies to be addressed: Independent Interest Certificate in Spanish, or when approved, the Cultural Studies Language Certificate

Goals: To assist the student in learning Spanish as it is spoken in Latin America.

Beginning Spanish II
Instructor: Quentin Chavous

Competencies to be addressed: Basic Foreign Language Certificate or Independent Interest Certificate in Spanish

Intermediate Spanish II
Instructor: Quentin Chavous

Competencies to be addressed: Basic Foreign Language Certificate or Independent Interest Certificate in Spanish

Goals: To assist the student in learning Spanish as it is spoken in Latin America.

Introduction to Cultural Comparison
Instructor: Robert Rosenbaum

Competencies to be addressed: Cultural Comparison Certificate: Idea of Culture; Comparative Cultural Contexts; Reading Certificate: Comprehending and Judging the Work, Library Research; Writing Certificate: Personal Experience, Analysis

Goals: To acquaint students with several ways that culture has been conceived of, and to familiarize students with some techniques of cross-cultural comparison.

Deviants and Deviance: Two Hundred Years in the U.S.
Instructor: Robert Rosenbaum

Competencies to be addressed: Cultural Comparison Certificate: History and Culture — advanced double competency; Law and Values and Human Growth and Development Competencies to be determined.

Goals: To examine the change in the concept and of the people so identified during the past 200 years in the United States.

Cultural Studies
Looking Backward: An Experimental Seminar in Family History
Instructor: Nancy Hoffman

Competencies to be addressed: Values Certificate, Writing from Personal Experience and Analysis, Library Research. Not all students will work on all competencies.

Goals: To reconstruct in writing and by the collection of documents and artifacts the history of one's family; to place one's family in the history of an ethnic group, a social class, and a cultural and artistic tradition.

Women and Society:
A New Course Sponsored Jointly by Women's Studies Concentration at the Harbor Campus, and by CPCS.

Instructors: Ann Froines, Coordinator Women's Studies and Nancy Hoffman

Competencies to be addressed: Values Certificate

Goals: To introduce the problems and perspectives of women's studies, an academic area defined by and in response to the women's movement of the 1970's. To begin a cooperative relationship with women's studies staff and students at the Harbor Campus.

Introduction to Culture
Instructor: Robert Rosenbaum

Competencies to be addressed: Introductory competencies in the proposed Comparative Culture Certificate. Idea of Culture and Comparative Cultural Contexts.

Goals: To examine at least three theories of culture and how they might be applied to specific situations; and to learn how to conduct a cross-cultural analysis.

Progress or Problem: The City in American History
Instructor: Robert Rosenbaum

Competencies to be addressed: History and Culture double competency in the Comparative Culture Certificate.

Goals: To examine the patterns of development, and the influence, of American cities with particular attention on the attitudes and expectations of various groups in the nation towards urban areas.

Workshops: What are Values? Values and Choice
Instructor: Nancy Hoffman

Competencies to be addressed: Values #1, #2

Goals: To find an acceptable definition of "values" and to apply it by analyzing kinds of values; to use a consistent definition of values in analyzing a personal choice.

Politics and Culture
Instructor: Badi Foster

Competencies to be addressed: First and second competencies of Revised Certificate in Cultural Comparison "B".

Goals: In order to understand the ways by which the concept of culture has been and is used to explain political behavior, the course will examine three definitions of culture in the social sciences. Building upon these definitions we will look at topics such as patterns of political participation and political development. Examples will be drawn from different cultures in order to expose students to the comparative method of analyzing cultures.

Social Policy and Culture
Instructor: Badi Foster

Competencies to be addressed: Cultural Comparison 2411-Conflict and Culture; 2511-Ethnocentrism. Revised Certificate Double competency in Social Policy and Culture.

Goals: To expose potential public and community servants to the basic literature theories and concepts of social policy. To understand the process by which culture shapes the definition of social problems which demand policy responses. To make explicit the connection or lack of connections between the policy process, the values of policy makers and the lives of target populations. Topics covered in the course include: 1) What is Social Policy? 2) Local, state and federal influences on policy making processes. 3) Court ordered desegregation. 4) Citizen education and 5) Work and Education.

Introduction to Culture
Instructor: Staff

Competencies to be addressed: Introductory competency of the Comparative Cultures Certificate: The Notion of Culture

Goals: To examine at least three theories of culture and how they might be applied to specific situations.

Individual and Society Grouping

Certificates: Role and Identity, Small Groups

Death is a Fact of Life: Social and Psychological Factors in Dying and Bereavement
Instructors: Pat Fleming and Elaine Werby

Competencies to be addressed: Role and Identity Certificate: Distorting Mechanisms; Cultural Comparison Certificate: Comparative Cultural Contexts; Human Growth and Development Certificate: Analysis of a Social Problem (III-4)

Goals: To consider the personal and social problems that stem from the processes of dying and bereavement; to distinguish the sources and purpose of customary patterns of dealing with these issues; to compare these patterns to the social patterns related to death and bereavement in selected other societies.

The Evolution of Races and Racism
Instructor: Pat Fleming

Competencies to be addressed: Role and Identity Certificate: Who Am I?, How Do I See Others/How Do Others See Me?, How Do Others See Others?, Distorting Mechanisms; Cultural Comparison Certificate: History and Culture

Goals: What are the meanings of "races" in human populations? How/when did they develop? What is the history of social attitudes towards race in the U.S.? What are the social factors that affect these attitudes?

People in Groups
Instructor: Stanley Wachs

Competencies to be addressed: Small Groups Certificate: Concept of Small Group, Group Development and Interaction, Analysis of Small Group Behavior

Goals of course and how to learn the competencies: This is a course devoted to the study of human interaction in small groups. We will make use of data we get from a series of "laboratory exercises", and from readings and discussions to examine some essential characteristics of human interaction: social attraction, group and individual decision-making, relationship between group and individual goals, cooperation and competition, reference groups, leadership style, communication patterns, group development and inter-group relationships.

Experiencing a Small Group: An Inside View
Instructors: Lynn Shapiro and Stanley Wachs

Competencies to be addressed: Small Groups Certificate: Concept of Small Group, Individual as a Group Member

Goals: The primary emphasis of this course is on the development of insight and skill in observing and diagnosing group behavior. Essentially, it is a *small group experience* with focus on a variety of ways of looking at what happens in small groups.

Groups and Theories of Change
Instructor: Stanley Wachs

Competencies to be addressed: Small Groups Certificate: Theory of Change (and perhaps Group Development and Interaction)

Goals: The goal of this course is to explore the ways in which small groups are used for individual, group, and organizational change. We will examine selected small group theories and models in the fields of psychology, sociology, human relations, and organization development in the light of the underlying theory and processes of behavior change.

The Process of Adult Development
Instructor: Joanna Hiss

Competencies to be addressed: Role and Identity Certificate: Social Self, I See Others, Mass Media; American Values Certificate: Values and Choice

Goals: In this seminar, we will examine recent material concerning the topic of adult development from a conceptual as well as personal viewpoint. We will explore the current assumption that adults develop, in terms of their identity and "view of the world", according to a series of "stages". Developmental theorists such as Sheehy, Levinson and Gould will be examined. These theories will be discussed in terms of their application to our own process of development as adults.

Experiencing Ethnic Identity
Instructor: Ai Li Chin

Competencies to be addressed: Role and Identity Certificate: Social Self, I See Others, Others See Me, Mass Media; Values Certificate: Values and Choices

Goals: To sharpen one's understanding of one's own ethnic/racial identity and to develop empathy for the ethnic/racial identity of others, thereby increasing the possibility of greater skill in interpersonal relations.

Mass Media, Popular Images and Identity
Instructor: Ai Li Chin

Competencies to be addressed: Role and Identity: I See Others, Others See Others, Role Conflict

Goals: To briefly look at the social organization of several mass media and to examine possible sources of distortion. Selected studies of popular images in media will be read and discussed. Special focus will be on student projects: mini research on a topic chosen by each member in class.

Alienation and Belongingness in Mass Society
Instructor: Ai Li Chin

Competencies to be addressed: Role and Identity Certificate: Social Self, I See Others, Others See Me; Culture Certificate A: Values and Choice

Goals: To examine the following questions: When do we experience temporary feelings of alienation and feelings of belongingness? What social conditions help produce them? What are examples of alienated individuals in our society and what circumstances contribute to their condition? What kinds of groups in our urban society foster a sense of belongingness and what satisfactions/limitations result from membership in these groups?

Without Self: American Poets in the Process of Finding Identity
Instructor: Rosamond Rosenmeier

Competencies to be addressed: Reading Certificate: Comprehending and Judging the Work; Writing Certificate: Analysis and Experiential Writing. Also, students will be encouraged to select individual competencies in Values or Role and Identity Competencies.

Goals: To read and understand a selection of American poets from the 19th and 20th Centuries and to apply a set of criteria suitable to their work. To understand these poets' responses to conflicts in values and in identity.

See Complete Course Listing Under *Applied Language and Math Section*

Individual and Society

Female and Male: The Social Psychology of Sex Roles
Instructors: Janet Kohen (Sociology, CAS) and Stanley Wachs, CPCS

Competencies to be addressed: Role and Identity Certificate, competencies #1, 2, 3, 4, 5, 7.

Goals and how to learn the competencies: An examination of the nature of sex roles in modern society is a good place to look at the interaction among social structure, culture, and our personal behavior. Through discussion, readings, films, guest speakers and field projects, we will analyze male and female roles. In particular, we will consider:

1) the origins of modern sex roles
2) the socialization process: the learning of sex roles
3) institutional influences
4) work
5) sexuality
6) black and white
7) changing sex roles

One important feature of the course is to provide some opportunity for women to discuss issues raised with other women and for men to discuss issues raised with other men.

People in Groups
Instructor: Stanley Wachs

Competencies to be addressed: Small Groups Certificate: Competencies 1, 4, 5

Goals of course and how to learn the competencies: This is a course devoted to the study of human interaction in small groups. We will make use of data we get from a series of "laboratory exercises", and from readings and discussions to examine some essential characteristics of human interaction: social attraction, group and individual decision-making, relationship between group and individual goals, cooperation and competition, reference groups, leadership style, communication pattern, group development, and intergroup relationships.

Groups and Theories of Change
Instructor: Stanley Wachs

Competencies to be addressed: Small Groups Certificates: competency #3 (and perhaps #4)

Goals and how to learn the competencies: The goal of this course is to explore the ways in which small groups are used for individual, group, and organizational change. We will examine selected small group theories and models in the fields of psychology, sociology, human relations, and organizational development in the light of the underlying theory and processes of behavior change.

What's In a Role?: Conceptual Tools for Role and Identity Certificate, Everyday Life, and Further Study
Instructor: Ai Li Chin

Competencies to be addressed: Foundation concepts underlying all competencies in the Role and Identity Certificate — especially on competencies #1, #2, #3.

Goals: This course will examine the relationship between the individual and the groups to which s/he belongs via the central concept of role. Various sub-concepts will be identified, discussed and illustrated. These sub-concepts will in turn be placed in a variety of social contexts. These role considerations will then be brought back to focus on the individual in terms of identity and change. At the end, students will be better able to understand the meaning of the certificate, and to fulfill the requirements in a more systematic and in-depth fashion. In terms of personal relevance, these conceptual tools will help sharpen awareness, differentiate aspects of experience, and identify relationships and room for change and creativity. The concept of role is a foundation for understanding the individual and society.

Ethnic Identity and the Community Worker
Instructor: Ai Li Chin

Competencies to be addressed: Role and Identity Certificate, competencies #2, 3, 7.

Goals: This course will deal with what the community worker needs to know about ethnic identity of the individuals and groups s/he works with. Topics to be covered will include city and state resources and programming, the melting pot ideas as compared to the concept of cultural pluralism, the rise of ethnic consciousness and the re-shaping of ethnic identity, the multiple roles played by a member of a minority group and the conflicts s/he may experience in relation to the establishment, members of the majority group, or other minorities. The identity of the community worker will also be discussed as part of the two-way interaction.

Personal and Interpersonal Communication
Instructor: Joanna Hiss

Competencies to be addressed: Communications Certificate: Self-Awareness, Non-verbal Communication; Writing Certificate (competency C): Experiential Writing, Identification of Statements

Goals: The ability to express one's experience and ideas clearly to others and to accurately receive the messages conveyed by others are skills essential to effective and productive interaction in our personal and professional lives. In this course, we will provide opportunities through reading and writing assignments and structured activities to improve communications skills in the areas of listening, speaking, writing and reading.

Leadership and Influence
Instructor: Staff

Competencies to be addressed: Role and Identity #2, #3, #5. Portions of Communications #2, #5

Goals: This course will examine the kind of persons who are opinion leaders and the kind of persons who are opinion transmitters. We will consider the charismatic qualities of some leaders and the influence they exert on followers. We will "turn around" and look at the response of followers in terms of compliance or anti-authoritarian behavior. Examples will include some from styles of leadership in counter-culture/alternative culture groups and the kind of response expected in followers/participators.

Individual in Large Groups
Instructor: Staff

Competencies to be addressed: Role and Identity #2A, 7. Portions of Communications #2, #4, #5.

Goals: This course will examine how a person 1) sends and receives communications in large groups (organizations, community associations, or voluntary participation groups); 2) how s/he perceives the power base; and 3) how s/he explains what happens in large groups (what forces control events/decisions). What contributes to a person's feeling of belonging to the group and what promotes alienation?

Political Attitudes and Political Participation
Instructor: Staff

Competencies to be addressed: Role and Identity #2A and 3. Small Groups #

Goals: How does a person form political attitudes; what shapes his/her attitudes? What does s/he learn about voting, politics or his/her roles in the political process? What does s/he learn in the home, in schools, in the neighborhood, and his/her interest/ethnic groups? How does society influence a person's relationship to authority and power? How does he evaluate him/herself in relationship to others?

Practicum in Community-Based Public Relations
Instructor: Thomas Hardy

Competencies to be addressed: Primarily #5 of old Communications Certificate and an equivalent area in the forthcoming revision of the Certificate.

Goals: To provide students with an opportunity to practically devise and implement Public Relations and Public Affairs strategies for an institution with which they are associated.

Communication Systems
Instructor: Thomas Hardy

Competencies to be addressed: Portions of #1, 2, 3, 4, of the old Communications Certificate and aspects of the forthcoming new, revised version.

Goals: This is a course on some basic concepts and processes in two kinds of communications: interpersonal and institutional. Three aspects of interpersonal communications will be examined: 1) social origin of speech patterns and

thought forms; 2) social settings for interpersonal communications; 3) cross-cultural communications. Under institutional communications, we will discuss ways in which organizations communicate messages to individuals within the system and the effects on the communications patterns of the receivers.

Institutions Grouping
Certificates: Social Change, Politics, Political Economy

Communication and Social Change
Instructor: Philip Hart

Competencies to be addressed: All social change. Also various competencies in alternative communications career.

Goals: To develop a framework within which to understand communications in social change. Also a seminar for students interested in alternative career area of communications.

Organizing the Action
Instructor: Philip Hart

Competencies to be addressed: Community Change and Social Change Certificate: Action Organizing

Goals: To identify and describe general principles of effective action organizing. To conduct or report on an actual organizing effort.

Strategizing for Community Success
Instructor: Philip Hart

Competencies to be addressed: Social Change and Community Change Certificates: Analysis of Power "B": Strategy Planning

Goals: To focus on case studies of successful and unsuccessful community strategy planning. To compare cases to derive general principles. To conduct case or comparative strategy planning.

Finding Community
Instructor: Philip Hart

Competencies to be addressed: Community Change Certificate: Community Structure; Social Change Certificate: Neighborhood Research and Observation, Local Government Structure; Writing Certificate: Analysis.

Goals: To develop a framework within which one can identify, describe, and analyze the component parts of a community.

Power: Who Has It and How Is It Used?
Instructor: David Smith

Competencies to be addressed: Social Change Certificate: Power Analysis; Politics Certificate: Theories of Decision Making

Goals: To examine the sources of political and economic power and to develop an understanding of the different ways in which power is used at local and national levels.

Legislative Process in Massachusetts
Instructor: David Smith

Competencies to be addressed: Politics Certificate: Legislative Process and Democratic Theory (emphasis on Legislative Process).

Goals: To understand the law making process both in formal and informal terms.

Boston Neighborhoods
Instructor: David Smith

Competencies to be addressed: Social Change Certificate: Neighborhood Research; Community Change Certificate: Community Structure.

Goals: To develop a familiarity with the city and introduce students to basic social research.

The Rulers and the Ruled
Instructor: Richard Hogarty

Competencies to be addressed: Politics Certificate: Classical Democratic Theory and Theories of Decision-Making

Goals: To integrate the theory and practice of American democracy. The course explores problems of representative government with emphasis on the executive and legislative institutions.

Public Opinion

Section I	Instructor:	Richard Hogarty
Section II	Instructor:	Richard Hogarty

Competencies to be addressed: Politics Certificate: Elections and Theories of Decision-Making

Goals: To understand the uses and abuses of public opinion polls. The course will focus on public opinion surveys; influence of mass media; role of pressure groups; elite opinion and political decision-making; and public opinion in relation to elections.

How Decision-Makers Decide
Instructor: Richard Hogarty

Competencies to be addressed: Politics Certificate: Public Sector Decision-Making

Goals: To develop skills in analyzing the ways in which political leaders and government officials make policy decisions. The focus is on the decision-making process, including the interplay of personalities, politics, issues, and value systems.

Understanding Economics
Instructor: Patricia Jerabek

Competencies to be addressed: Political Economy Certificate: Traditional Economic Concepts and Economic Allocation. Traditional Economics is a necessary prerequisite for work on the Urban Economy Competency in the Community Change Certificate.

Goals: The course is designed to give students an understanding of economic concepts. It will focus on the economic system in the United States and will provide an insight into how the system operates.

Economic Cost of Discrimination
Instructor: Patricia Jerabek

Competencies to be addressed: Political Economy Certificate: Economic Distribution

Goals: That students become aware of the ways that society pays later for its denial of education, fair wages, and job opportunities to selected groups.

Marxism and Social Change
Instructor: Michael Stone

Competencies to be addressed: Independent Interest Competencies on Marxism; also Comprehending the Work and Judging the Work in the Reading Certificate

Goals: 1) To read and discuss some Marxist classics, 2) to become familiar with some of the basic concepts of Marxism, including dialectical materialism, historical materialism, scientific socialism, class struggle, capital accumulation, forces and relations of production, base and superstructure, 3) to examine and evaluate Marxism as a theory which explains social change, 4) to examine and evaluate Marxism as a force which contributes to social change.

Suburbia vs. City
Instructor: Clark Taylor

Competencies to be addressed: Social Change Certificate: Neighborhood Research and Observation, Local Government Structure, Analysis of Power; Writing Certificate: Analysis.

Goals: To develop an awareness of the suburban impact on city problems; to analyze suburban exploitation of the city; to examine change efforts designed to open communities to low-income people; and to engage both city and suburban students in the study of suburb-city problems.

Space, Time and the Urban Fiscal Crisis
Instructor: Michael Stone

Competencies to be addressed: Community Change Certificate: The Urban Economy; Public Economy; Economic Allocation

Goals: To develop an understanding of the relationship between urban development and the economic system, using metropolitan Boston as the principal example. The course will: 1) examine the economic and geographical history of cities over the past century, culminating in the crises and conflicts of the 60's and 70's, 2) evaluate various economic theories which try to explain the form and dynamics of urban development, 3) apply history and theory to the analysis of current development, property tax, and land use patterns and processes in various parts of a metropolitan area. See full description under Community Change and Housing Center: Communications Certificate

Management and Transformation of Institutions

Community Structure or Finding Community
Instructor: Phil Hart

Competencies to be addressed: Community Structure in Community Change Certificate Writing Analysis; Technical Writing (Essential Skills)

Goals: To develop skills and knowledge in the area of community research with the end of analyzing the component parts of community system.

Experiential Social Change
Instructor: Phil Hart

Competencies to be addressed: All Social Change. Writing Advocacy. Analysis.

Goals: To identify previous experience in area of social change and to prepare materials for competency evaluation.

Understanding Democratic Theory
Instructor: Richard Hogarty (Sec. I); and David Smith (Sec. II)

Competencies to be addressed: Democratic theory competency (#1) in Politics Certificate

Goals: Examine the theory and practice of democratic governance in connection with the ways things are in American politics.

Bureaucracy and Innovation
Instructor: Richard Hogarty

Competencies to be addressed: Bureaucratic Change in the Management Certificate; Public Sector Decision-Making in the Politics Certificate

Goals: To develop a basic understanding about the driving and restraining forces that promote and inhibit organizational change.

Introductory Note for Related Courses, "Presidential Politics" and "Local Politics":
During the first six weeks of the semester the Institutions Center will be offering two field-based seminars built around political campaigns. One will concentrate on local politics.

We have found that no purely class-based experience can match participation/observation of an actual campaign as a learning experience for these competencies.

Students will be encouraged to participate in a campaign of their choice and much of the seminar's content will be drawn from the field material.

Since the elections competency stresses the mechanics of campaigning, students should expect an emphasis on nut-and-bolts rather than policy questions.

Each student will be expected to prepare an analysis of one campaign (see the competency). This paper should be adequate for the elections competency and analytic writing. In some cases students will find their work also appropriate to power analysis and strategy planning in the Social Change Certificate.

The basic format of the courses will be the same; however, it seems likely that opportunities to participate will be greater at the local level, and that we will rely more heavily on secondary materials and observation for the section focusing on the Presidential campaign.

Presidential Politics: The Electoral Game
Instructor: David Smith

Competencies to be addressed: Elections; Comprehending the Work

Goals: To understand the mechanics of the campaign process and evaluate alternative campaign strategies.

Local Politics: The Electoral Game
Instructor: Richard Hogarty and David Smith

Competencies to be addressed: Elections; Comprehending the Work

See *"Presidential Politics"* for Course Description

Understanding Economics
Instructor: Sandra Kanter

Competencies to be addressed: Traditional Economic Concepts and Economic Allocation

Goals: The course is designed to give students an understanding of economic concepts. It will focus on the economic system in the United States and will provide an insight into how the system operates.

Public Sector Economics
Instructor: David Smith

Competencies to be addressed: Public Economics, Alternative Economic Institutions

Goals: 1) develop an understanding of the budgeting process in the public sector; 2) understand the allocation of public monies; and 3) understand public sector development finance tools.

Two Views of a Neighborhood
Instructor: Clark Taylor

Competencies to be addressed: Neighborhood Research and Observation (first competency in the Social Change Certificate); Comprehending the Work and Judging the Work in the Reading Certificate.

Goals: To gain new angles of vision for understanding a neighborhood; to develop initial research skills.

Community Change and Housing

Community Change: A New Career Certificate

Currently the Community Change Certificate is addressed to those seeking careers that involve organizing, planning and program development at the community level. Present plans call for the expansion of the certificate to include management skills keyed to the day-to-day management of relatively small community-based agencies, including decentralized units of city and state government (community mental health agencies, half-way houses, etc.)

The certificate is unique in that it makes use of competencies and faculty resources from three different centers. Faculty teaching in the program have had experience with community schools, community development corporations, tenants organizations, state legislative committees, state and city agencies.

Community Change competencies call for three major kinds of learning: first, knowledge of the social and economic context of community activity; second, skill in approaching an unfamiliar local neighborhood to identify and analyze its relevant features; and third, skill either in organizing and planning new program development or in managing an ongoing community agency.

Starting in the Fall, a full teaching program for the certificate will be offered both evenings and mornings.

A Suggested Program

For New Students (or continuing students new to the certificate)

Evening sequence. Start in the Fall with both the Human Needs and Community Structure courses. Spring courses will address Program Development and Personnel Management (new) competencies.

Morning sequence. Start with the morning section of the Human Needs Course. In the Spring plan to take both the Social Welfare and Community Structure courses.

For Continuing Community Change Students

Continuing students may need some of the courses suggested above. Other offerings in the Fall:

Program Development and Evaluation.
Economic Principles— in preparation for Urban Economics in the spring.

Social Change Workshop— for those wanting to organize previous experience for evaluation of competencies 6 and 12 of the Community Change Certificate

Note: Because competencies from the Social Change Certificate are part of the Community Change Certificate, students may not earn both the Community Change Certificate and the Social Change Certificate.

Center for Community Change and Housing

Center Purpose and Certificates

The basic purpose of the Center for Community Change and Housing (CCH) is to prepare people to participate purposefully and competently in the processes of social change in local urban communities. In this context the primary role of the Center is to prepare CPCS students for careers in housing, community agency management and advocacy planning. For this preparation the Center offers two career certificates: 1) Housing, and 2) Community Change. The latter, in turn, provides a choice between two major options: Community Agency Management and Advocacy Planning. Courses addressing the Community Change Certificate are offered both morning and evening, while Housing Certificate courses are given primarily in the evening. As is the case throughout the college, CCH students with applicable previous experience may be evaluated for competence which, if certified, will count toward the degree.

Community Change and Housing Center Certificates

Degree Requirements

Every CPCS student must complete ten certificates, including a career certificate, for graduation. The CCH center offers two complete career certificates: 1) Community Change and 2) Housing - each of which meets the career certificate part of the graduation requirements.

Community Change Certificate

The Community Change Certificate has two major options: Advocacy Planning and Community Agency Management. The former includes skills needed by community organizers and new program developers, while the latter calls for the development of operational skills used by managers of ongoing community-based agencies. Both options emphasize the need to address and remove underlying causes of injustice and oppression in local communities. Both therefore, require an intensive study of one local community. Both also call for reflection on needs faced by different income groups in urban areas, for study of the impact of governmental social programs, and for analysis of the political and economic forces that contribute to community problems and affect all efforts to improve local conditions.

Skill and knowledge competencies addressing these areas make up the first half of the certificate and include:

Human Needs and the Urban Environment
Social Welfare
The Urban Economy
Community Structure (double weight)
Analysis of Power

These core competencies are required of those following both the Advocacy Planning and Community Agency Management options.

Advocacy Planning Option

The advocacy planning option in the certificate involves organizing, planning and negotiating skills. Efforts to improve local communities involve, first, organizing residents both to develop a base of power and to provide a setting in which common needs can be identified. These needs must then be translated into programs that can be implemented to meet the needs. Planning skills are required to define programs and to prepare for their implementation and evaluation. Finally, advocate planners need skills in negotiating for the resources required by the programs.

Building on the six Community Change core competencies, this option includes:

Action Organizing
Negotiation
Program Development (double weight)
Program Evaluation
Strategy Planning

The last three competencies provide an opportunity to specialize in one program area. Students currently working on the certificate are specializing in the following areas: community schools, community health centers, day care, town land use, and environmental pollution.

Community Agency Management Option
The management option in the certificate is addressed to those who are, or plan to be, responsible for community-based agencies — halfway houses, community homes for the retarded, multi-service centers, community development corporations, etc. A detailed knowledge of the community served by the agency, along with an understanding of the forces that play on that community, provides a basis for the specific day-to-day management skills. Thus, those electing the management option will do the core competencies described above. The Community Agency Management option includes four basic and two advanced management competencies, as follows:

Basic: Personnel Practices
Grant Development
Fiscal Management
Evaluation Design

Advanced (2 or the 3 offered): Evaluation
Implementation
Financial Tasks
Community Relations

Variations are possible within this option. Students may choose to substitute the Action Organizing and Negotiation competencies for the two advanced management competencies. Program Development (a double weight competency) may likewise be done in place of the advanced competencies.

Possible Extension Using the Independent Interest Certificate
Those following either of the major options may obtain additional management competencies by using the Independent Interest Certificate. Thus, advocate planners may take the set of four basic management competencies in this way.

Students choosing the Community Agency Management option (four basic plus two advanced management competencies) may extend their management skills by completing the following:

the third advanced competency
Program Development (double weight)
either Action Organizing or Negotiation

Using the Independent Interest Certificate in this way provides an opportunity to obtain the full set of Management and Management-related competencies offered by the College.

Community Change and Housing Center Housing Certificate

Aims of the Housing Program
Housing is an incredibly broad, diverse, and ever-changing sector of the American economy. People with specialized knowledge and skills in housing are employed in a great variety of professional fields and activities, including, for example:

— consumer advocacy
— community organizing
— technical assistance
— social service delivery
— legislative research
— housing court assistance
— training and education
— code enforcement
— urban planning
— environmental impact analysis
— social policy analysis
— program oversight and evaluation
— rent control
— environmental health
— neighborhood improvement
— urban renewal
— real estate management
— construction
— real estate appraising
— real estate brokerage and sales
— mortgage lending
— investment analysis
— market research
— title searching
— insurance
— law
— engineering
— architecture

In many of these fields professional training has traditionally occurred on the job or as part of the job, but relevant knowledge, skills and experience may help in obtaining the job. On the other hand, jobs in many fields require at least a bachelor's degree, even though the degree has traditionally not included any relevant professional training. In only a few of the fields are graduate professional degrees required or normal.

The goal of the CPCS Program in Housing is to provide people with an education which will maximize opportunities and choices for pursuing careers within the vast array of housing and related fields. The Program does not train people as specialists in any one/particular area of housing. Rather, the objective is to develop broad knowledge and practical skills which will give people the greatest possible flexibility in confronting the following kinds of employment issues:

— changes and new opportunities in the field of housing
— a complex and unpredictable job market
— evolving personal goals and professional interest

The Program aims to put its graduates at an advantage in obtaining jobs in housing and related fields. In addition, although the Program is not oriented toward preparing people for graduate school, it does offer relevant preparation for those who may want to seek advanced degrees in related fields.

Curriculum: The Housing Certificate
In order to provide both a broad understanding of the field and set of relevant and practical skills, the Housing career certificate requires that students demonstrate competence in four categories:

I. The Human and Local Political Context
II. Technical Knowledge and Skills
III. Housing in the Larger Economy and Society
IV. Planning and Synthesizing Skills

The four parts of the certificate represent a progression from basic to more advanced knowledge and skills. People will normally obtain the certificate by progressing from one section of the certificate to the next in sequence.

Community Change and Housing Center

Example of One Full Competency: Human Needs and the Urban Environment

Presented here is one full CCH competency statement, Human Needs and the Urban Environment. Note that it contains a number of elements: title, rationale, general statement of competence, criteria, standards and example of evaluation. Other competency statements in the Community Change Certificate and Housing Certificate follow a similar format. Human Needs is the first competency in, and serves as an introduction to, both Center career certificates.

Immediately following the Human Needs and the Urban Environment competency statement is a set of curriculum summaries of the competence required by each of the competency statements. However, only full competency statements, such as the Human Needs statement, can be used as the basis for the evaluation.

Summaries are included here for both the Community Change and the Housing Certificates. Students do one or the other. Within the Community Change Certificate students choose either the Community Agency Management option or the Advocacy Planning option.

Community Change Certificate

Competency I
Human Needs and the Urban Environment

Rationale:
Individuals and families in the urban environment face quite different opportunities depending on their income, ethnic affiliation, age, and educational backgrounds.

Their access to and use of important services and resources generally available in the environment depends in fundamental ways on their socio-economic status. Some people are able to respond to the forces and pressures of urban life by selecting from among a wide array of choices — to live in the city or the suburb, to drive a private car or take a train to work, to place children in public or private schools. Others have almost no choice at all as they respond to the demands of urban life. This competency asks you to analyze how people fare in the urban environment, depending on their socio-economic status.

Competency: Compare the choices and decisions different families face in meeting their needs in the urban environment.

Criteria:

1. Compare three families who differ in income, family composition, and culture.

2. Compare each family's needs for three different types of services. *

3. For each type of service identify the range of options available to each family for meeting its needs.

4. Compare the sets of options available to the three families, explaining any differences or similiarities.

5. From among the options for each type of service, identify which option would most likely be chosen by each family.

6. Justify the identification of each specific option in terms of the family's income, composition and culture, drawing from a theory of human need.

Standards:

1. Options identified for the three services for each family must be consistent with each other and realistic in terms of the family's situation.
2. Differences in options among the families must be explained in terms of the differences in the situations of the families.
3. Identification of the specific options chosen by each family must apply a theory of human need drawn from relevant literature with souces identified.

Example of Evaluation: When given descriptions of three different families, select three types of services, and then compare the choices and decisions according to the criteria.

Summary Statement of C.C.H. Competencies

Please note that these summaries are for reference purposes only. Only full competency staternents, such as the Human Needs Statement, can be used for evaluation purposes.

* Types of services include housing, health care, transportation, employment, income maintenance, etc.

Community Change and Housing Center

Community Change Certificate:

Section I Context and Community
Part I: The Context of Community Change

1) **Human Needs and the Urban Environmment:** Can compare differences in the opportunities and choice available to individuals and families for meeting their needs in the urban realm, including an explanation of what determines and affects these differences.

2) **Social Welfare:** Analyze and critique a governmental intervention strategy for social welfare by selecting one Federal program and discussing six questions outlined in competency.

3) **Urban Economy:** Analyze the dynamics of the economy in a metropolitan area by doing one of the following:

   1. Analyze dynamics of a major industry in a metropolitan area.
   2. Analyze dynamics of land use in a metropolitan area.
   3. Analyze dynamics of labor and employment in a metropolitan area.

Part 2: Intensive Focus on One Local Community

4) **Community Structure:** Case Study — Describe political and economic structure of a local community or neighborhood in terms of seven items listed in competencies.

5) **Analysis of Power:** A (S.C.): The Political Context: For an objective social change identify and analyze the political context of a community.

Section II Community Agency Management
Part 1: Basic Competencies

1) **Personnel Practices:** Construct a staffing and personnel system for a community based agency which reflects the unique needs of the particular agency including personnel policies, job descriptions, an organizational chart and procedures for supervision and evaluation of the staff.

2) **Grant Development:** Write a proposal and budget for funding of a community service program and identify possible sources of financial support for the program.

3) **Financial Records:** Develop a basic system of fiscal management for a small community based agency including which records and controls are needed.

4) **Evaluation Design:** Identify the basic issues involved in program evaluation and plan an evaluation for a community based agency which protects clients' rights and answers community concerns.

Part 2: Advanced Competencies

5) **Evaluation Implementation:** Carry out a program evaluation, write and analyze a program evaluation report which takes into consideration short and long term benefits and detriments to the clients and community.

6) **Financial Management:** Perform a specific financial task for a community based agency such as filling out Rate Setting Commission forms; or solve a specific financial problem for an agency such as a deficit or cash flow problem.

7) **Community Relations:** Obtain neighborhood and Board support for the program.

Housing Certificate:

Part 1

1) **Human Needs and the Urban Environment:** Can compare differences in the opportunities and choices available to individuals and families for meeting their needs in the urban realm, including an explanation of what determines and affects these differences.

2) **Local Housing Politics:** Can analyze how local housing issues or policies develop, what kinds of institutions and people have an interest and an impact, and how they go about trying to achieve their goals.

Part 2

3) **Housing Terminology and Concepts:** Can recall definitions of basic terminology and meaning of basic concepts by passing a written test. All of the required terms and concepts are defined in a glossary prepared by the Center.

4) **Housing Consumer Law:** Can advise tenants or homebuyers/homeowners on their legal rights and how to exercise and defend them, and can assist residents in dealing with public agencies that handle housing problems. The emphasis is on practical understanding of the law and legal system and skill in applying this understanding to real situations.

5) **Housing Research Techniques:** Can carry out a title search on a particular piece of property, obtaining and interpreting housing data on a local community, and critically reading an environmental impact statement. It also requires preparation of a strategy for researching a local housing issue.

6) **Housing Design and Site Evaluation:** Can devise a housing program — consisting of type of occupancy, size of households, and income mix — and then prepare either a new construction or rehabilitation design scheme for a site and evaluate it.

7) **Housing Operations:** Can prepare a budget and operating plan for a housing development, including a description of budget line items, required management personnel, tenant responsibilities, rent collection procedures, and a maintenance system.

8) **Housing Development Finance:** Can prepare a mortgage loan application for a proposed housing development, including projections of income, operating expenses, department service and return on equity, plus development expenses, equity and working capital requirements, and can describe the purpose of various loan closing documents.

Part 3

9) **The Urban Economy:** Land Use: Can explain how the pattern of land use has developed historically in a metropolitan area, and analyze the current dynamics of the housing market and real estate development in various parts of the metropolitan area.

10) **The National Housing System:** Can describe trends in population and households, the stock of housing, and households' use of the stock, and of the structure and dynamics of the housing production industry, the system of housing finance and its relationship to the overall economy, and the evolution of the government's role and housing policies.

Part 4

11) **Attack on a Housing Problem:** (a double competency). Calls for an independent project which applies both practical skills and knowledge of the larger system to a real situation. It requires an analysis of the nature, scope, origins, and causes of the problem, and the development of a set of goals and a strategy for beginning to solve the problem.

Center for Community Change and Housing

Course Offerings

Courses addressing the Community Change Certificate are offered both morning and evening with the basic sequence starting in the Fall after Assessment. Students can complete the entire certificate in either the morning or the evening. Courses addressing the Housing Certificate are offered primarily in the evening, again with the basic sequence starting in the Fall semester after assessment.

The course descriptions are arranged to follow the sequence of competencies in each certificate. They are not organized by semester, though indication will be given with each course description as to which semester it will be offered. In the actual teaching program the courses are sequenced such that students can move through the certificates in an appropriate way.

Community Change Certificate

Advising note: All students should plan to take the course addressing the Human Needs and the Urban Environment competency. In this introductory course the Center seeks to present values and positions which serve as the basis for work on the rest of the certificate. Students entering in the Fall semester should take it immediately upon completing the Assessment program. Four other Section I competencies — Social Welfare, Community Structure (counts as 2) and Analysis of Power A — should normally be completed before work is begun on the rest of the certificate. The Urban Economy competency, though a part of Section I, is more advanced and may be completed later.

Please read the advising notes which precede course descriptions for the two major options in the certificate: Advocacy Planning and Community Agency Management.

Section I Context and Community
Required of all students working for the Community Change Certificate
Part 1 The Context of Community Change

Human Needs and the Urban Environment **Section 1** **Section 2**

Instructor: Elaine Werby Fall Semeste

Competencies to be addressed: Competency #1, Community Change Certificate (Human Needs and the Housing Environment); Housing Certificate: Competency #2 (Human Needs and the Housing Environment).

Goals: To examine common human needs, and the opportunities and options available for meeting them for families of different socio-economic status.

Social Welfare: A Response to Need? **Section 1** **Section 2**

Instructor: Elaine Werby Fall Semester

Competencies to be addressed: Community Change: Social Welfare: Human Growth and Development: Human Service Delivery Systems

Goals: To provide an historical context and analytical framework for examining social welfare programs and services.

Space, Time, and the Urban Fiscal Crisis

Instructor: Michael Stone
Fall and Spring Semesters, alternating morning and evening.

Competencies to be addressed: Political Economy Certificate: Public Economy and Economic Allocation; Community Change Certificate: The Urban Economy

Goals: To develop an understanding of the relationship between urban development and the economic system, using metropolitan Boston as the principle example. The course will: (1) examine the economic and geographical history of cities over the past century, culminating in the crises and conflicts of the 60's and 70's, (2) evaluate various economic theories which try to explain the form and dynamics of urban development, (3) apply history and theory to the analysis of development, property tax, and the land use patterns and processes in various parts of a metropolitan area.

Part 2 Intensive Focus on One Community
Community Structure, or Finding Community

Instructor: Phil Hart Spring Semester

Competencies to be addressed: Community Structure in Community Change Certificate. Writing Analysis: Technical Writing.

Goals: To develop skills and knowledge in the area of community research with the end of analyzing the component parts of community system.

Power: Who Has It and How Is It Used?

Instructor: Staff Spring Semester

Competencies to be addressed: Social Change and Community Change Certificates: Analysis of Power "A"; Politics Certificate: Theories of Decision Making.

SEE FULL COURSE DESCRIPTION UNDER *General Center: Institutions Grouping*

Section II Professional Skills

Choose either: A Advocacy Planning **or**
B Community Agency Management

Section II A Advocacy Planning Option

Advising Note: Those following this option will complete the Action Organizing, Negotiation, Program Development (counts as 2), Program Evaluation and Strategy Planning competencies. The last four, starting with Program Development, are meant to be completed as a "package," using one program. This program, in turn, should be proposed for a group or agency located in the same community the student had studied for the Community Structure and Analysis of Power Competencies. The Program Development sequence provides an opportunity to specialize in a particular program area.

Part 1: Facilitating Skills

Organizing for Action

Instructor: Phil Hart Spring Semester

Competencies to be addressed: Social Change Certificate and Community Change Certificate: Action Organizing

Goals: To identify and describe general principles of effective action organizing. To conduct or report on an actual organizing effort.

Negotiation Sec. 1
Sec. 2

Instructor: David Matz Spring Semester

Competencies to be addressed: Law Competency: Negotiation, Ethics of a Role

Goals: To teach the uses of power and leverage in a one-to-one negotiation setting. By repeated role-play drills, in class and out, student will work with progressively more complex techniques of persuasion. While using various forms of power, the student will become sensitized to the ethical problems inherent in such use. Alternative ways of coping with these ethical problems will be discussed.

SEE COMPLETE COURSE LISTING UNDER *Legal Education Services Section*

Part 2: New Program Development; Evaluation and Strategy Planning

Program Development

Instructor: Carole Upshur Fall and Spring Semesters

Competencies to be addressed: Community Change Certificate: Program Development.

Goals: To aid students in developing a program for an identified need in a particular community. Sessions will cover skills required, pitfalls and problems to anticipate, and strategies to successfully implement a program.

Designing Program Evaluations

Instructor: Carole Upshur Fall and Spring Semesters

Competencies to be addressed: Community Change Certificate; Management Section: Evaluation Designs

Goals: To assist students in designing evaluations for community programs which are based on measurable objectives and which will take into account both client and community concerns.

Section II B Community Agency Management Option

Advising Note: The core management competencies have differing levels of difficulty. The Personnel Practices and Grant Development competencies are defined at an entry level and should be completed first. Financial Records and Program Evaluation are somewhat more difficult and should be completed next. Work on the advanced management competencies should begin only after the first four are attained.

Personnel Practices for Community Agencies

Instructor: Elaine Werby Fall and Spring Semesters

Competencies to be addressed: Management section in the Community Change Certificate: Personnel Practices

Goals: To learn how to devise a personnel system to meet the needs of a community agency. How to learn the competencies: attend class, complete readings, participate in class discussion, complete class exercises.

Finding Funds for Community Agencies

Instructor: Carole Upshur Fall and Spring Semesters

Competencies to be addressed: Community Change Certificate, Management Competencies: Grant Development

Goals: To help students identify possible sources of funds for a particular project and write a proposal which fits funding requirements.

Financial Records for Community Agencies

Instructor: Carole Upshur Fall and Spring Semesters

Competencies to be addressed: Management section in the Community Change Certificate: Financial Records

Goals: Students will gain an understanding of the basic records necessary for the financial control of a community-based agency, will be able to set up budget controls and project income and expenditures from one operating year to the next.

Designing Program Evaluations

Instructor: Carole Upshur Fall and Spring Semesters

Competencies to be addressed: Community Change Certificate, Management Section: Evaluation Designs.

Goals: To assist students in designing evaluations for community programs which are based on measurable objectives and which will take into account both client and community concerns.

The Agency and the Community

Instructor: Carole Upshur Fall and Spring Semesters, Alternating morning and evening

Competencies to be addressed: Management section in the Community Change Certificate: Community Relations

Goals: To help students develop strategies to gain neighborhood and community support for community-based agencies and to develop a viable community Board.

Advance Evaluation and Financial Seminar

Instructor: Staff

Competencies to be addressed: Financial Management and Evaluation Implementation in the Community Change Certificate.

Goals: To help students carry out an independent project either in the area of financial management or of evaluation of community agencies.

Center for Community Change and Housing — Housing Certificate

Advising Note: All students should plan to take the course addressing the Human Needs and the Urban Environment competency. In this introductory course the Center seeks to present values and positions which serve as a basis for work on the rest of the certificate. Students entering in the Fall semester should take it immediately after Assessment. Students who do not gain the Housing Terminology and Concepts competency during Assessment (an exam will be scheduled to provide the opportunity) should plan to take the Speaking of Housing course (addressing the Terms and Concepts competency) after Assessment. Other Housing competencies should be approached in the order given in the Certificate. Students may, of course, submit evidence of competence for prior experience at any time.

Section I The Human and Local Political Context

Human Needs and the Urban Environment **Section 1** **Section 2**

Instructor: Elaine Werby Fall Semester

Competencies to be addressed: Competency #1, Community Change Certificate (Human Needs and the Housing Environment); Housing Certificate: Competency #2, (Human Needs and the Housing Environment).

Goals: To examine common human needs, and the opportunities and options available for meeting them for families of different socio-economic status.

Playing the Housing Game

Instructors: Michael Stone and Elaine Werby Fall Semester

Competencies to be addressed: Housing Certificate: Local Housing Politics

Goals: To develop skill in analyzing a local housing issue or policy, its development; the interest and impact of institutions and people and the methods they employ to achieve their goals.

Section II Technological Knowledge and Skills

Speaking of Housing

Instructor: Clark Taylor Fall Semester

Competencies to be addressed: Housing Terminology and Concepts (Housing Certificate). Pre-reading and Initial Comprehension (Reading Certificate — Essential Skills).

Goals: To gain confidence in the use of the language of housing; to develop skill in reading housing material.

Homebuyers and Home Owners Rights

Instructor: Michael Stone Spring Semester

Competencies to be addressed: Housing Certificate: Housing Consumer Rights

Goals: (1) To develop knowledge and understanding of the laws and regulations which apply to the purchase and ownership of homes, including discrimination, pre-purchase agreements, mortgages, closing documents and costs, repairs and improvements, insurance; (2) To develop understanding and experience in dealing with public agencies that handle housing problems; (3) To develop the ability to advise homebuyers/homeowners of the procedures and steps to follow in exercising their rights.

Design and Site Evaluation
Instructor: Robert Whittlesey Fall Semester

Competencies to be addressed: Housing Certificate: Design and Site Evaluation.

Goals: The course will examine the elements of housing design (i.e., unit types, physical arrangement of units within a building or buildings, siting of buildings and related facilities) and the relationship of conditions of a site to design. Students will prepare a design scheme for a chosen or assigned site during the course, and will investigate conditions of the site.

Housing Research
Instructor: Michael Stone Fall Semester/every other yr

Competencies to be addressed: Housing Research Techniques; Housing Terms and Concepts; Community Impact Analysis; Program Development and Market Analysis; Community Research.

Goals: 1) To become familiar with sources of data about housing; 2) to learn how to utilize and analyze housing data; 3) to learn how to develop a research strategy.

Housing Operations
Instructor: Robert Whittlesey Spring Semester

Competencies to be addressed: Housing Certificate: Operations

Goals: To examine issues, constraints and problems which arise in the operation of multi-family housing and to understand the nature of management decisions which must be made in order to prepare a budget and operating plan for a housing development.

Housing Development Finance
Instructor: Robert Whittlesey Spring Semester

Competencies to be addressed: Housing Certificate: Financing

Goals: To understand the factors that must be considered in determining the financial feasibility of a housing development; to understand how an application for mortgage loan financing is prepared; and to have a familiarity with loan closing documents.

Section III Housing in the Larger Economy and Society

Space, Time, and the Urban Fiscal Crisis

Instructor: Michael Stone Fall and Spring Semesters, alternating morning and evening

Competencies to be addressed: Political Economy Certificate: Public Economy and Economic Allocation; Community Change Certificate: The Urban Economy

Goals: To develop an understanding of the relationship between urban development and the economic systems, using metropolitan Boston as the principle example. The course will: (1) examine the economic and geographical history of cities over the past century, culminating in the crises and conflicts of the 60's and 70's, (2) evaluate various economic theories which try to explain the form and dynamics of urban development, (3) apply history and theory to the analysis of development, property tax, and land use patterns and processes in various parts of a metropolitan area.

Housing System

Instructor: Michael Stone Fall Semester

Competencies to be addressed: Housing System

Goals: To develop analytical skills and build a knowledge base about housing from a national perspective, including population trends, changes in the stock of housing, the housing production industry, credit and finance, the governmental role and housing policy.

Section IV Planning and Synthesizing Skills

Attack on a Housing Problem

Instructor: Clark Taylor Spring Semester

Competencies to be addressed: Housing Certificate: Attack on a Housing Problem (double-weight competency)

Goals: To develop skills in 1) identifying housing problems, their courses and extent; 2) defining goals and alternative strategies; 3) selecting strategies and steps necessary to attack the problem; and 4) defining a plan of evaluation for assessing the effectiveness of the chosen program.

Human Growth and Development Center (Description of the Certificates)

The Human Growth and Development certificate is designed generically to reflect the basic skills and knowledge needed by all workers in the human services. As students gain competence in the basics, they can begin to specialize according to their interests and career goals. The certificate concentrates on skills needed to work with individuals, groups, and families within various settings. These settings include services for the mentally retarded, day care centers, drug programs, services for the elderly and the like.

The Human Growth and Development certificate degree requirements are organized to achieve a balance of knowledge and "hands-on" practice as well as a balance of general and specialized knowledge and skills.

Degree Requirements: A certificate from the Human Growth and Development Center fulfills the graduation requirement for one career certificate.

The curriculum is divided into four parts. Part I comprises the general knowledge area which is seen as a base for both the specialized knowledge area and the specialized skills area. Part I consists of basic knowledge about: the course of development over the life span, particularly as that development is influenced by the individual's interaction with the environment; the range of human conditions which are defined by our society as social problems; theories about how individuals and groups change; and the types of human services which have been and are currently provided for different populations and different social problems.

Part II comprises the basic skills section of the curriculum. These skills: the collecting of information, the reporting of information, and the evaluation of information reported by others in the field; are considered essential to any human service worker role.

Part III is the specialized knowledge area which provides an opportunity for in-depth study of: the experiences of particular populations or age groups, theories of development, or testing.

Part IV comprises the specialized skills area in which students have the option to select competencies which emphasize the application of theory to particular methods of intervention.

The distribution requirements for the 12 competencies required for a career certificate are as follows:

- 4 competencies from Part I
- 3 competencies from Part II
- 2 competencies from Part III
- 2 competencies from Part IV
- 1 additional competency selected from either Part III or Part IV.

The graduating student will have demonstrated a total of 7 competencies from two sections and a total of 5 competencies from two other sections.

All competencies follow the same format as the following example.

Competency Title: Theories of Development

Rationale:
An observation, an interview, a test result, or even a well done case study represents only a limited sample of a person's behavior. In order to guide our response to that behavior in the proper context, we use a theory with which to explain and generalize to other behaviors of that person. This theory can be either a private implicit one, or it can be an explicit formal theory. The private implicit theory is often made up of fragments of other theories, the pieces of which are sometimes inconsistent with each other and are likely to benefit from being made explicit. The explicit theory has the additional advantage of public scrutiny over time and the benefit of the accumulated experience of many practitioners. The knowledge of explicit theories and how to apply them to concrete situations will help us to gain a framework for understanding the bases of specific behaviors and to begin to form our own assumptions about human behavior.

Human Growth and Development Certificate

*Required

I

- *1. Human Development
- *2. Social Interaction: Families, Schools and Peers
- *3. Models of Change
- 4. Social Problems: Definition and Societal Response
- 5. Systems for Delivering Human Services

Must do 4 - choice of #4 or #5
Entry Level (General)

II

- *1. Collecting Information: Observation and Interviewing
- *2. Reporting Information: Developing a Case Report
- *3. Research: Issues and Methods

Must do all 3

III

1. Comparative Group Membership Experiences
2. Life Stages
3. Theories of Development
4. Analysis of a Social Problem
5. Testing: Issues and Methods

Must do 2 - choice of any 2
Advanced Level (Specific)

IV

1. Interventions with Individuals
2. Interventions with Groups
3. Preventive Education Programs
4. Consultation

Must do 2 - choice of any 2
Can choose 12th Competency from III or IV

Competency: Can defend the choice of a particular theory in comparison with others from the same area of development and use it to analyze a sample of behavior.

Criteria:

1. Describe and compare two theories of development in the area you have selected.

2. Analyze a specific sample of behavior using a previously agreed upon theory of development.

Method of Evaluation:

1. You are to choose the area of development in which you have a special interest. Within it you will choose one theory which you will have studied in-depth and a range of related theories which you will have a general familiarity with. You will then compare your selected theory with one chosen at the time of evaluation by the certificate advisor.

2. Using the theory which you have selected, account for the successes and failures described in the "case study" given to you.

Standards:

1. Your description of the theory of your choice must be consistent with the writings of the author of the theory. The knowledge of the other theory needs to be at a level described in general textbooks on theories and systems of the area of development in question.

2. The analysis of a case study must be consistent with explanations used by informed supporters of this theory.

All Human Growth and Development Competencies follow the format used for the Theories of Development Competency. The complete text of all competencies are available in a separate publication. The summary statements for all Human Growth and Development Competencies are included here for reference purposes. The complete text of a competency must be consulted for evaluation purposes.

Human Growth and Development Center

12 are required. (See chart distributed by Center for distribution requirement).

I-1) **Human Development:** Can describe and explain the developmental changes which occur in human behavior over the life span taking into account internal and external influences as well as specific developmental theories.

I-2) **Social Interaction: Families, Peers, and School:** Can describe the dynamics of family relationships and the socializing influences of family, school and peers.

I-3) **Models of Change:** Can describe and compare the major models for attitudinal and behavioral change.

I-4) **Social Problems: Definitions and Societal Response:** Can discuss how society defines and responds to the major categories of "social problems."

I-5) **Systems for Delivering Helping Services:** Can analyze the relationship between client charcteristics and needs and society's present service system and the values reflected in it.

II-1) **Collecting Information: Observation and Interviewing:** Can use observation and interviewing techniques to collect relevant information about individual or group behavior.

II-2) **Reporting Information: Developing a Case Report:** Can develop a written case report based on information obtained through observation and interviewing.

II-3) **Research: Issues and Methods:** Can critically evaluate research reports in an area of your professional interest.

III-1) **Comparative Group Membership Experiences:** Compare the socializing experiences of different population groups.

III-2) **Life Stages:** Can analyze a case history in terms of the developmental changes and issues for a particular life stage.

III-3) **Theories of Development:** Can defend the choice of a particular theory in comparison with others from the same area of development and use it to analyze a sample of behavior.

III-4) **Analysis of a Social Problem:** Can analyze from an historical perspective the origins and societal responses for a specific social problem and describe current methods of intervention.

III-5) **Testing: Issues and Methods:** Can judge the *appropriate* use of major educational and psychological standardized tests.

IV-1) **Interventions with Individuals:** Can use a specific approach to effect change with an individual.

IV-2) **Interventions with Groups:** Can use a specific approach to effect change with a small group and can evaluate your effectiveness as a facilitator.

IV-3) **Preventive - Educational Programs:** Can implement a preventive educational program with a family, group, agency or community.

The Instructional Program of the Human Growth and Development Center

The following are courses offered by the Human Growth and Development Center. They are typical of the Center's offerings in that they include a mix of beginning level and advanced level courses. The content of the specializing courses (Alcoholism, Death and Dying, etc.), will change each semester in order to offer a range of areas to students.

Human Growth and Development

The Human Growth and Development certificate is currently being revised. A new certificate will be completed and available for the Fall of 1977. The competencies listed in many of the course descriptions below are taken from the present Human Growth and Development certificate. All the courses offered for the coming Fall also address themselves to the new projected competencies. Students will have the option of applying their work to the revised certificate or continuing under the existing certificate.

There Is No Risk In This Revision Process for Either New or Continuing Students.

All competencies completed by new students during the Fall semester can be applied toward completion of the revised certificate. Continuing students will have the option of completing the original Human Growth and Development Certificate, or choosing to complete the revised certificate (in which case, like new students, work completed under the original certificate would be applied toward the revised certificate).

How Do We Become: The Development of Human Behavior
Instructor: Paul Rosenkrantz

Competencies to be addressed: Old competency: Human Development and new competencies

Goals: The course will try to help students understand differences and similarities in human behavior. The course will also analyze how some specific human behaviors come into being. Physical, familial, cultural and other influences on behavior will be considered. Introduction to various theoretical explanations will be considered.

Developmental Workshop: Supplement to Practical Experience
Instructor: Paul Rosenkrantz

Competencies to be addressed: Old competency: Human Development; and new competencies.

Goals: To provide theoretical background for students whose work experience provides practical background for understanding of Human Developmental Processes. Some theories of personality, cognitive, and social development will be presented. Heredity and environment interaction will be analyzed. Antecedent conditions leading to various behavior will be studied.

Social Ecology
Instructor: Staff

Competencies to be addressed: Old Competencies: Family and Social Patterns. And new competencies.

Goals: The goal of the course is to develop the student's understanding of the relationships between individuals and various social and cultural dimensions of the influences determining our attitudes, our perceptions and our behavior.

Issues of Adolescence and Young Adulthood
Instructor: Staff

Competencies to be addressed: New competencies.

Goals: This course will take up these two "stages" of human development. Cultural differences and similarities of individual and social behaviors of these groups will be studied. Sex roles, relationship to social organization and interaction of these will be examined.

Community Education
Instructor: Staff

Competencies to be addressed: Principles of Prevention (old). New competencies.

Goals: This course will aim to develop skills in providing information and in mobilizing support of communities for affecting conditions of human service delivery.

Behavior Modification: Prospectives and Methods
Instructor: Staff

Competencies to be addressed: (old) Specific Remediation Techniques, Behavior Management; and new competencies.

Goals: The course will deal with practical and ethical problems involved in these techniques. The question of efficiency of behavior modification will be studied as well as appropriateness of different methods for a variety of problems. The methods used in bringing about change through behavior modification will constitute a major part of the course.

What's Going on Here? Observation Interviewing, and Development of Case Studies
Instructors: Ann Fowler and Roz Rosenmeier

Competencies to be addressed: Interviewing, new HG and D competency addressing development of case studies, and writing competencies B, D, or E.

Goals: This course will concentrate on sharpening each student's ability to analyze situations and understand through improving his/her observational and interviewing skills.

Practicum in Counseling
Instructor: Ann Fowler

Competencies to be addressed: Counseling (proposed competency).

Goals: Through discussion and tapes of on-going cases with which students are involved, the course will deal with increasing the student's awareness of his/her values and assumptions about how clients change within counseling relationships to improve his/her counseling skills.

How to Get More Out of Your Job: A Workshop in Creating Learning Situations at Your Job or Field Placement
Instructor: Ann Fowler

Competencies to be addressed: Entire HG and D certificate (new or old).

Goals: This workshop will be aimed toward helping students identify competencies appropriate to their job or field placement, determine resources available to them within that setting and structure situations where they can obtain new learning outside of the classroom.

Human Disorders: Mental and Social
Instructor: Gary Siperstein

Competencies to be addressed: New competency which addresses issues of deviance.

Goals: To become familiar with and understand clinical, medical, psychological, and social terms and constructs in the major areas of personality, developmental and social disorders. To be able to trace the origins of deviant behavior in terms of cultural and statistical norms. To be able to distinguish between different types of disorders according to the problems they present to the person and his/her environment. Lastly, to be able to apply one's knowledge about social and organic factors which determine disorders or the identification of what society defines as normal and abnormal behavior in everyday life.

Consumer's Guide to Social Science Research
Instructor: Gary Siperstein

Competencies to be addressed: New competency which addresses scientific methods.

Goals: To make use of scientific articles in a general area of interest. Specifically, 1) to be able to use library sources for the purpose of identifying and locating current information in scientific journals; b) to be familiar with basic research and statistical concepts so as to be able to read and understand scientific articles, and c) to understand scientific principles so as to be able to judge the worth of the research.

Strategies for Group and Organizational Change
Instructor: Nancy Klinger

Competencies to be addressed: Competencies in the NEW Human Growth and Development Certificate. Potential application to competencies in the Management Certificate.

Goals: The goal of this course is to develop and apply knowledge and skills for effecting change at the group and organizational level. The course is designed for people who are currently working as administrators, supervisors, coordinators, or organizers and have some responsibility for the effective functioning of a work group. Emphasis will be placed on diagnosis and intervention strategies which, through the development of more efficient working teams, have the ultimate goal of providing better service delivery for a particular client population.

Emotional Disturbances in Childhood

Instructor: Nancy Klinger

Competencies to be addressed: Developmental Disturbances in Childhood (current HG and D Certificate). Can also be applied to competencies in the NEW Human Growth and Development Certificate.

Goals: The goal of this course is to examine in depth several types of social-emotional disturbances occuring in childhood. For each full-day workshop, a selected type of disturbance will be addressed through the following: presentation and discussion of literature in the area; use of case studies as examples of that type of disturbance; and development of intervention and treatment strategies for a particular case study.

Life Events

Instructor: Elaine Werby

Competencies to be addressed: New Competencies: Also: old-competency — Family and Social Patterns.

Goals: The course will focus on examining the social and psychological impact of life events on the individual and his family, using literature for case studies.

Entry Level Generic Theoretical and Practical Courses

How Do We Become? The Development of Human Behavior

Instructor: Paul Rosenkrantz

Competencies to be addressed: Human Growth and Development Certificate: Human Development

Goals: The course will try to help students understand differences and similarities in human behavior. The course will also analyze how some specific human behaviors come into being. Physical, familial, cultural and other influences on behavior will be considered. Some theories of personality, cognitive, and social development will be presented. Heredity — environment interaction will be analyzed. Antecedent conditions leading to various behavior will be studied.

Models of Change

Instructor: Paul Rosenkrantz

Competencies to be addressed: New Human Growth and Development Certificate: Models of Change

Goals: The goal of the course is to explore the processes by which people change, especially in their interpersonal behavior.

Women and the Health Care System

Instructor: Beverly Smith

Competencies to be addressed: Human Growth and Development Certificate: Systems for Delivering Human Services

Goals: The goal of this course is to explore the relationship of women to the health care system. The historical development of health services for women, the historical and present positions of women health workers and current issues related to the delivery of health services for women will be examined.

What's Going on Here? Observation, Interviewing and Development of Case Studies

Instructor: Ann Fowler

Competencies to be addressed: Old Human Growth and Development Certificate: Interviewing, New HG and D Certificate: Collecting Information, Observation and Interviewing; Reporting Information: Developing a Case Report

Goals: This course will concentrate on sharpening each student's ability to analyze situations and understand behavior through improving his/her observational and interviewing skills. Also, through class discussion and role-play, we will explore how each student's personal values and assumptions color what s/he sees or hears (and hopefully increase self-awareness in the process). Finally, each student will develop written case studies of people s/he observes and interviews in class and outside, either on the job, at home, or in some other field situation.

Advanced Level Theoretical and Practical Courses

Societal Responses to Alcoholism

Instructor: Beverly Smith

Competencies to be addressed: Human Growth and Development Certificate: Analysis of a Social Problem.

Goals: The goal of this course is to examine historical and contemporary societal responses to the problem of alcoholism. Currently available services and methods of treatment will be discussed.

Socialization of the Black Child

Instructor: Bill Clark

Competencies to be addressed: Human Growth and Development Certificate: Comparative Group Membership, Social Interaction; Cultural Comparison Certificate: Comparative Cultural Contexts; Writing Certificate: Analysis, Professional Communication

Goals: To analyze the socialization process in important areas of socializing experiences, and to account for their influence as parts of a systematic lawful whole. The areas of concern will be the family, school, peer group and media. This course is directed toward students who have had some background in cultural role attainment and human development competencies.

Theories of Personality

Instructor: Bill Clark

Competencies to be addressed: New Human Growth and Development: Theories of Development; Old HG and D: Personality Theory; Writing and Speaking Certificate: Analysis, Professional Communication.

Goals: The goals of this course are to develop an understanding and critical analysis of personality theories, through group discussion, individual presentation of a theory and a term paper.

Mental Retardation: Who's the Dummy?

Instructor: Ann Fowler

Competencies to be addressed: New Human Growth and Development Certificate: Analysis of a Social Problem; Old HG and D Certificate: Advanced Knowledge of Deviations, Normalization

Goals: This course is designed to familiarize students with the "social problem" of mental retardation — what can cause retardation (physical and social factors), who gets labeled as retarded, and how they get treated as a result of that label. Society's current attitudes toward the retarded, as well as those held in the past, will be examined through readings, lecture, discussion, and observation of existing services for the retarded. Also, various methods for teaching the retarded will be discussed with some emphasis on the currently popular philosophy of Normalization.

Consumer's Guide to Social Science Research

Instructor: Gary Siperstein

Competencies to be addressed: New Human Growth and Development Certificate: Research: Issues and Methods; Old HG and D Certificate: Research Evaluation; Library Research and other possible competencies in the Reading Certificate.

Goals: To make use of scientific articles in a general area of interest. Specifically, 1) to be able to use library sources for the purpose of identifying and locating current information in scientific journals; 2) to be familiar with basic research and statistical concepts so as to be able to read and understand scientific articles; and 3) to understand scientific principles so as to be able to judge the worth of the research.

Testing: A Proper Perspective

Instructor: Gary Siperstein

Competencies to be addressed: New Human Growth and Development Certificate: Testing: Issues and Methods; Old HG and D Certificate: Assessment and Evaluation Techniques

Goals: To become familiar with a broad range of psychological tests and be able to evaluate the types of judgments made from test results. Specifically, 1) to understand the general principles of test construction, 2) to be able to select a test based on the test's limits and capabilities and the needs of the client, 3) to be critical of test results regarding their meaning and application, 4) to understand the ethical implications involved in the use of tests and test results.

Cradle to Classroom: The Six Critical Years

Instructor: Gary Siperstein

Competencies to be addressed: New Human Growth and Development Certificate: Life Stages; Old HG and D Certificate: Early Childhood Development.

Goals: To be able to analyze a child's behavior during the first six years of life in terms of physiological, psychological, and social processes. Specifically, 1) to describe the major physioloical, psychological and social changes which occur from birth to six years, 2) to apply a theoretical model which will help explain these developmental changes, and 3) to examine the social and family issues which accompany these changes.

Social Welfare: A Response to Need?
Instructor: Elaine Werby

Competencies to be addressed: Community Change Certificate: Social Welfare; Old Human Growth and Development Certificate: Human Service Delivery Systems.

Goals: To provide an historical context and analytical framework for examining social welfare programs and services.

Death Is a Fact of Life: Social and Psychological Factors in Dying and Bereavement
Instructors: Patricia Fleming and Elaine Werby

Competencies to be addressed: Role and Identity Certificate: Distorting Mechanisms; Cultural Comparison Certificate: Comparative Cultural Contexts; Human Growth and Development Certificate: Analysis of a Social Problem.

Goals: To consider the personal and social problems that stem from the processes of dying and bereavement; to distinguish the sources and purposes of customary patterns of dealing with these issues; to compare these patterns to the social patterns related to death and bereavement in selected other societies.

Practicum, Working with Groups
Instructor: Nancy Klinger

Competencies to be addressed: Human Growth and Development: Interventions with Groups

Goals: The goal of this course is to apply theoretical knowledge about group development and dynamics to working with a group. Students will be asked to use a specific theory of group process in the diagnosis, planning, and direction of group activities. The class will become the laboratory for each student to develop and demonstrate skills in group facilitation. Each student will assume responsibility for conducting at least two group sessions with the class.

Community Mental Health: What Has Happened and Where Is It Going?
Instructor: Nancy Klinger

Competencies to be addressed: This course will provide *partial* preparation for the Human Growth and Development competency: Systems for Delivering Helping Services. To complete preparation for these competencies, students will need to do additional work on their own or utilize work experiences which relate to the competencies.

Goals: To explore the community mental health movement in terms of its history, expectations, success, and future. We will examine the development and current status of comprehensive community mental health centers in general. In addition, each student will select a particular agency for intensive study.

Legal Education Services Center

The Law Certificate has been designed to prepare students for a variety of jobs found in the public sector. These jobs go under a variety of titles, some of which are law worker, paralegal, legal assistant. The tasks for which the Certificate prepares a graduate includes interviewing and investigating in a law office; advocacy for consumers; juveniles, mental health patients; administration in a public agency; advocacy in the criminal system (parole, probation, diversion, etc.); research and evaluation of legislation.

Legal Education Services Center Certificate

Degree Requirement:

A certificate from the Legal Education Services Center fulfills the graduation requirement for one career certificate.

The following competency in Negotiation is typical in form of those in the Law Center.

The following course descriptions indicate the primary emphasis of the Law curriculum. There is some variation from year to year.

Given

1) A dispute for which you are to represent one of two sides in an upcoming negotiation session.
2) Limited issue on which you must reach agreement.
3) A client or client group which has indicated total confidence in your ability to represent their interests fairly.
4) An opponent at the negotiation table with whom you have no necessary continuing relationship.

Negotiation

Competency:

You will be able to:

I. Prepare for the negotiation
II. Conduct the negotiation
III. Assess your outcome and your effectiveness

I. Preparation should include:
   A) Identification of the elements of your position including:
      1. What you would like most to win
      2. What power and influence you can exert
      3. What threats you can use against the other side
      4. The constraints under which you must operate (e.g. time, money, law, politics, etc.)
      5. What you would be willing to settle for

   B) Identification of the basis for your opponent's position including:
      1. The oppositions goals
      2. What power and influence can be used against you
      3. The constraints under which the opposition must operate
      4. What they will be willing to settle for

   C) Identification of the Opposition's perception of your position including:
      1. Their perception of your goals and the strengths and weaknesses behind your position
      2. The perception you would like them to have of your position

   D) Incorporation of your analysis of A, B, and C into a plan of action including:
      1. What you will ask for or demand (including where you want to negotiate, who you want to participate, etc.)
      2. Which facts you will reveal
      3. Which facts you will hide
      4. What arguments you will use
      5. What kind of relationship you want to develop with your opponent (cooperative, hostile, seductive, threatening, tense, relaxed, etc.)
      6. How you want your opponent to perceive you (slick, professional, naive, predictable, irrational, etc.)
      7. What interpersonal tactics you can use to support the image you want to portray (tone of voice, vocabulary, facial expressions, gestures, style of dress, bluffs, etc.)

II. Your performance in the negotiation session should reflect the elements of preparation

III. Assessment should include:

   A) Substantive outcome
      1. The list of substantive gains and losses for your side
      2. The list of concessions or gains made by your opposition
   B) Effectiveness of your tactics
      1. A statement of which arguments seemed most effective in moving you toward your goal
      2. A statement of what aspects of your bargaining position proved to be the weakest or hardest to overcome
      3. A statement of which aspects of your interpersonal approach seemed most and least effective

All Legal Services Education competencies follow the format used for the Negotiation competency. The complete text of all competencies are available in a separate publication. The summary statements for all Legal Services Education Center competencies are included here for reference purposes. The complete text of a competency must be considered for evaluation purposes.

Legal Education Services Center:
12 competencies are required. (See chart distributed by Center for distribution requirements.)

1) **Law Workers and the Delivery of Legal Services:**
   A) Can evaluate the impact Law Workers can have on the way legal services are delivered.
   B) Can analyze the influences encouraging the use of Law Workers and those discouraging that use.

2) **Judiciary:**
   A) Can obtain information from the Massachusetts District Court about the progress of a case, and understand the basic structural features of the Massachusetts Court system.

3) **Administrative Agencies:**
   (Double weight) Can obtain from an Administrative Agency information describing the procedures by which it makes most of its rules, and the procedure by which it conducts its hearings.

4) **Interviewing:**
   Determine the goals, and conduct and evaluate an initial client interview.

5) **Investigation:**
   Determine the goals of the investigation, identify potential sources of the information needed, gather the information and report and evaluate your results.

6) **Legal Research:**
   Determine the answers to a given problem, based on the relevant statutes, regulations and cases.

7) **Legal Reasoning:**
   Demonstrate some of the basic skills of legal reasoning, especially dealing with ambiguity. Analyze cases, analogize, draw distinctions, and manipulate the relationship of facts and legal rule.

8) **Negotiation:**
   Prepare for, conduct, and assess a negotiation session.

9) **Administrative Advocacy:**
   Prepare, deliver, and assess the effectiveness of a final argument designed to persuade the hearing officer to rule in favor of your side in an administrative hearing.

10) **Evaluation and Implementation:**
   Evaluate the impact of a law.

11) **Ethics of Role:**
   Perceive the formal ethical standards in a situation and measure them against your own.

12) **Values within the Law:**
   Identify values implicit in American Law.

13) **Substantive Law:**
   Demonstrate knowledge of an area of substantive law (for example, Welfare Law, Landlord-Tenant Law, Consumer Law, etc.)

14) **Legal Strategy:**
   Develop a legal strategy for resolving a problem presented by a client or client group which can be resolved in an adjudicatory administrative or court hearing if it has not been settled before the time of the hearing.

15) **Influencing Administrative Agencies:**
   Prepare a plan to alter the decision of an administrative agencym

NOTE: Additional competencies will be available from the Center.

The Instructional Program For:
Legal Education Services

Negotiation
Instructor: David Matz

Competencies to be addressed: Law Competency: Negotiation, Ethics of a Role

Goals: To teach the uses of power and leverage in a one-to-one negotiation setting. By repeated role-play drills, in class and out, student will work with progressively more complex techniques of persuasion. While using various forms of power, the student will become sensitized to the ethical problems inherent in such use. Alternative ways of coping with these ethical problems will be discussed.

Principles of "Justice" in American Law
Instructor: Brad Honoroff

Competencies to be addressed: Law Certificate: Values Within the Law, Substantive Law (contracts, torts, possibly others)

Goals: 1) To identify the principles, assumptions, models or paradigms of "justice" that are inherent in selected areas of fundamental American law (e.g. contracts, torts, criminal law). These principles may be explicitly recognized as aims of the law or may be implicit in the workings of the legal system. One may eventually judge them to be unfair or indeed "unjust", but the first task is to identify and explain their existence; 2) To use these principles, etc. to organize and understand various areas of American substantive law.

Legal Education Services

Preparing for Trial
Instructor: Phyllis Freeman

Competencies to be addressed: Fact Finding (Interviewing and Investigation); Procedures; Technical Writing

Goals: To teach all phases of preparation of a case for court from the point of an intake interview through drafting complaints, answers, motions and interrogatories and conducting field investigation.

Legal Reasoning and Research
Instructor: Brad Honoroff

Competencies to be addressed: Basic Legal Reasoning; Statutory Legal Research

Goals: To learn two interrelated sets of skills. The first is the ability to reason with the law — to find ambiguity in statutes, to challenge regulations and to work with the interplay of "facts" and "rules". The second is the ability to find relevant statutes, regulations and cases in a law library and effectively utilize them.

Legal Institutions
Instructor: David Matz

Competencies to be addressed: Legislature/Judiciary; Administrative Agencies

Goals: To enable students to be familiar with the ways legal institutions (courts, legislatures, administrative agencies) operate, particularly how students can get information from them.

The U Mass Law Clinic

The Consumer Protection Law Clinic of the CPCS Law Center provides legal services for indigent consumers residing in Greater Boston as well as providing a field setting for CPCS students to work toward the Law Certificate.

Each participating student will devote at least 15 hours each week to working on actual cases in a team with other paralegal students and supervising attorney who is a member of the Law Center faculty.

Students can learn and demonstrate up to 9 competencies by joining the Clinic staff for one year. Students wishing to combine one semester of Clinic work with more courses or other field experience can apply for a one-semester position in the Law Clinic.

Those competencies which may be addressed through Clinic work in 1977-78 include: Consumer Law; Interviewing; Investigation; Negotiation; Basic and Advanced Legal Reasoning; Statutory and Case Research; Civil Procedure; Technical Writing and Ethics of Role.

Those wishing to work in the Law Clinic in 1977-78 should apply directly to the Law Center at the time of advance registration.

The Courts: Their Built-in Limitations
Instructors: David Matz, CPCS and Larry Foster, CAS

This course will discuss problems inherent in almost all courts. These problems will include the difficulties of limiting a judge's discretion, focusing on Charles Black's idea of the "inevitability of caprice and mistake"; the ethical limitations imposed on a judge, focusing on the responsibility a judge bears for the legal/penal system in which s/he works; and the factors that undermine the legitimacy of a court, focusing on the accountability of judges and how far they can go in making social policy.

Delivery of Legal Services
Instructors: Staff

Competencies to be addressed: Law Certificate: Delivery of Legal Services

Goals: To make clear what legal services are, who provides them, who receives them, and why. In the last decade a number of solutions have been proposed and some have been tried, and the course will pay attention to these and the battles produced. In particular the course will analyze law workers for their present input in the economics and scope of legal service delivery and for their potential. The course should be seen in some measure as a "career counseling" opportunity for students entering the law worker field.

Health Advocacy
Instructor: Phyllis Freeman

Competencies to be addressed: Law Certificate: Administrative Advocacy and Substantive Law; Writing and Speaking: Advocacy

Goals: To teach advocacy skills and how to use them in an administrative hearing; to teach health law regarding access to, quality of and methods of payment for health care for poor and middle income people.

Community Advocates Law Office Internship
SEE DESCRIPTION BELOW FOR *Scheduling Information*
14 Weeks
Instructors: Janey, Freeman and Honoroff

Competencies to be addressed: Law Certificate: Interviewing, Investigation, Negotiation, Substantive Law, Legal Research, Advocacy, Legal Strategy, Law and Values. Writing Certificate: Technical Writing, Law Communication

Goals: To teach students how to handle actual client's cases, using many of the competencies required by the Law Certificate in a carefully supervised public service law office.

Legal Interviewing Workshop
Instructor: Daisy Janey

Competencies to be addressed: Law Certificate: Legal Interviewing

Goals: To teach students who already have interviewing experiences in some other field how to conduct legal interviews.

Making and Breaking the Social Contract: Law Through Literature
Instructors: Hoffman and Honoroff

Competencies to be addressed: Values Certificate; self-designed competency in Law.

Goals: To construct a philosophical context for the study of law by asking: What is the bond or "contract" which holds together in a nation or society? What does the contract tell us about the nature of human nature? Why do novelists and dramatists often create a hero who stands outside of the bonds of society? Readings include writers from the Greeks to today: *Antigone*, Sophocles, *Measure for Measure*; Shakespeare; *Billy Budd*, Herman Melville; *Crime and Punishment*, Dostoevsky; *The Stranger*, Camus; *Lord of the Flies*, Golding; *One Flew Over the Cuckoo's Nest*, Kesey; *Meridian*, Alice Walker; and selections from Aristotle, Rousseau, and Marx.
How to learn the competencies: Attend class, participate in discussions.
How to demonstrate the competencies: Write a paper; lead a seminar discussion.
Field education opportunities appropriate to gaining competencies: none.... there wil be several films.

Prison Practicum
Instructor: Michael Greene

Competencies to be addressed: Writing Certificate: Advocacy, Analysis, Lay Communication. Law Certificate: Administrative Agencies, Influencing Administrative Agencies, Ethics of Role, Values Within the Law; Role and Identity Certificate, Values Certificate, Social Change Certificate

Goals: 1) To help students become familiar with the Department of Corrections, its institutions, personnel and practices; 2) To produce a handbook useful to inmates and their families and friends; 3) To help students improve their writing and communication skills.

SEE FULL COURSE DESCRIPTION IN *Applied Language and Math Center*

Freedom, Rights and the Constitution
Instructor: Feingold

Competencies to be addressed: Law Certificate: Law and Values; Culture Certificate: What are Values? Value and Choice and others

Goals: To explore the American Constitutional ideal of a society governed by the majority, but preserving and protecting the rights of minorities, even to the single individual. The course will focus on the relationship between individual rights and social needs. Examples of topics are Campaign Financing and Free Election; Political Dissent and Repression; Anti-Discrimination, Affirmative Action and the Right of Free Association; Personal Privacy and Public's Right to Know; Free Speech and the Electronic Media; Mental Illness, the Right to Treatment, and the Right to Free Consent; Privacy and Computer Data Collection; Economics and Civil Liberties.

SEE FULL COURSE DESCRIPTION IN *General Center Under Cultural Studies Grouping*

Employment Rights
Instructor: Buford Kaigler

Competencies to be addressed: Substantive Law

Goals: Employment rights will be examined in the context of discrimination by race, sex, and age. Discrimination in hiring, transfer promotion, firing and seniority are to be examined in conjunction with the Civil Rights Act of 1866, the Civil Rights Act of 1871, The Civil Rights Act of 1964, the Age of Discrimination in Employment Act and the Equal Protection clause of the Fourteenth Amendment to the U.S. Constitution.

Major emphasis will be placed on race and sex and given some grounding in the statutory basis for the prohibition.
How to learn the competencies: Class discussion and readings.
How to demonstrate the competencies: Written papers.

Directed Study

You should use the title "Directed Study" to cover any learning or competency demonstration projects which are *not* part of the regular course offerings, such as independent studies, field-based projects, independent interest projects, etc. The College wishes to encourage learning that takes place outside the classroom as well as inside, and directed study will be the formal mechanism for registering for such learning.

To register for directed study, you must find a faculty member who is willing to sponsor a *specific* project you propose. Register for directed study on your registration card as follows:

Schedule Number	Descriptive Title	Credits
(faculty member will provide schedule #)	Directed Study: **Housing Roles (faculty signature)	

A faculty signature must accompany each directed study registration.

It is important for students to understand that faculty resources at CPCS are limited, and that directed study, because it is highly individualized, is the most costly form of instruction in terms of faculty time. Thus, for various reasons, faculty members may not be able to accept all directed study projects that are proposed. Directed study does provide, however, a real alternative to course work. Your registration may consist of a mix of courses and directed studies, all courses, or all directed studies.

**Make sure you include the titles of competencies with directed study registration; your directed study registration may be for one or more competencies, but you should have a separate directed study registration for each faculty member with whom you are working.

The College of Professional Studies

The College of Professional Studies, established in 1973, is the newest College at the University of Massachusetts at Boston. The College currently offers a program in the field of Management. When it reaches full size, the College will offer programs in a number of professional fields. The College is responsible for both the professional and general education of its students and the curriculum emphasizes relationships between the liberal arts and sciences and career-oriented studies.

The College seeks to enroll an academically talented student body that is broadly representative of the population of the Boston area, including men and women from all socio-economic and ethnic backgrounds. The program is intended to serve both students just out of high school and older students with some career experience. The College is particularly eager to offer opportunities in the field of Management to persons from groups that have traditionally been under-represented in managerial positions, especially women and minorities.

The faculty of the College is made up of persons from both academic and managerial backgrounds. Some have spent their lives as teachers and scholars. Others have had careers as managers in business or government. Others have moved back and forth between academic and applied work. In their teaching, all members of the faculty seek to balance attention to basic ideas and tools with practical applications in managerial tasks.

The Management Program

The Management Program is a course of undergraduate study for persons who wish to prepare for managerial careers in business, government, or other institutions. Students may enter the program as freshmen or as transfers. For those who begin as freshmen, the program will normally take about four years. Transfer students will be given advanced standing based upon their previous study. The program is open for both day and evening study for full-time and part-time students. The program leads to a bachelors degree in Management.

The idea of a program in Management, as distinguished from programs in Business or Public Administration, is relatively new. This University like several others in the nation, has developed this type of program because the problems and requirements of managing institutions of all kinds have become so similar. Also, it is increasingly common for managers to move back and forth between industry and government during their careers. The Management Program, therefore, incorporates the most modern concepts of managerial training and provides students with a versatile preparation for work in a wide variety of institutions.

The Management Program has two basic parts. One part, the applied component, offers a practical preparation for managerial work. The second part, the general education component, offers students a university-level experience in the liberal arts and sciences. These two components, though different in emphasis, are mutually reinforcing; the problems encountered in the applied component provide opportunities for students to put to practical use ideas and values encountered in their general education; the ideas developed in the general education component provide perspective on the issues and emphases associated with the applied part of the curriculum.

The Curriculum

Applied Component

There are four parts to the applied component of the Management Program. Each part represents a stage in a student's overall development as a future manager, and for this reason most students will proceed through the four parts in the order in which they are listed here. The four parts are: Introductory Courses; the Management Core; the Management Concentration; the Internship.

Introductory Courses:

The College does not expect most entering students to have clear plans for all four years of college or for their careers. For this reason, the first part of the Management Program emphasizes opportunities to explore professional and academic interests and to build basic intellectual skills. Coursework at this level is designed to be useful to students whether they continue on to upper division work in Management or transfer to another program or field. The Applied Component of the Management Program includes three Introductory and Skills Courses. They are:

Introduction to Management: This course offers students an initial experience with managerial problems and processes and with the Management curriculum. This course is taught by the Management faculty. It should normally be taken in the first semester of the freshman year.

Statistics: A one semester course in Managerial Statistics will provide students with essential tools for coursework later in the program and for future work. This course will normally be taken in the sophomore year.

Economics: At least one semester of Economics is required of all students. The course can be taken in a liberal arts college and should be completed during the freshman or sophomore years.

The Management Core:
This part of the curriculum introduces students to the major functions performed by all institutions and to the relationships among these functions. The program is intended to help students understand how institutions work and how any specific managerial position relates to a total organization. The Core courses also introduce students to the areas of specialization within Management, so that they will understand the variety of managerial activities needed by all organizations and the different careers for which the Management Program can prepare them. The Core is divided into four two-semester course sequences which are normally taken during the sophomore and junior years:

Management of Financial Resources: This sequence studies the means by which institutions obtain, allocate, and keep records about financial resources and introduces students to the fields of Accounting, Budgeting, and Financial Management;

Management of Human Resources: This sequence provides students with analytical tools and behavioral skills useful in the management functions of planning, organizing, directing, and controlling human resources; students are introduced to various models of organizational structure and functioning and become proficient in designing organizational units and selecting appropriate styles of management;

Marketing Management in the Public and Private Sectors: This sequence explores the fields of Marketing and Public Policy Analysis, introduces students to the system of markets and constituent relationships within which organizations operate, and focuses upon the means by which organizations react to and act upon their external environments;

Management Science: This sequence includes Operations Research and Operations Management and develops important skills in quantitative methods and applies them to such problems as production management, scheduling, service delivery, and inventory control.

The Management Concentration:
The Concentration consists of a set of specialized courses in a sub-field of Management, typically three to five in number, normally taken during the junior and senior years. Intended to help students acquire the specific skills and knowledge needed to begin their careers, the Concentration provides students an opportunity to specialize in one of the fields studied in the Core or to develop their own course of advanced study. Currently available Concentrations include:

Accounting: The Concentration in Accounting will prepare students to work with accounts in private business. The central point of view is the use of accounting information for decision-making within a firm. The course can serve as a step toward becoming a Certified Public Accountant, but students would need to take additional courses beyond those currently available at the University of Massachusetts at Boston before sitting for the C.P.A. examinations.

Human Resources Management: The Concentration in Human Resources Management is designed to prepare students for careers in such areas as manpower planning, recruitment, selection, and training; wage and salary administration; performance evaluation; equal employment opportunity; and the general area of industrial and labor relations.

Management Science: The Concentration in Management Science is designed to prepare students for careers in such areas as computer systems analysis, operations analysis, production management, and transportation systems. It also is an excellent concentration option for generalists who intend to seek graduate degrees in Management.

Marketing: The Concentration in Marketing is designed for students who wish to pursue careers in sales and marketing management. While most of these opportunities are found in profit-oriented organizations in the private sector, interesting career possibilities also exist for those with marketing skills in non-profit and public sector organizations.

Private Financial Management: The Concentration in Private Financial Management provides continued study of the knowledge and skills that are needed for informed decision-making by persons who manage the finances of private business or by those who direct funds into firms through extending loans or making equity investments.

Public Financial Management: The Concentration in Public Financial Management is designed for students who wish to pursue careers in the management of finances in the public sector. Positions in the budgeting, finance, and taxation departments of federal, state, and local government are the typical entry-level jobs in this area. In addition, consulting firms, granting agencies, and private non-profit organizations need people with expertise in public financial management. Students electing this concentration will develop the

knowledge and skills needed to deal with all aspects of financial management in public and non-profit organizations.

Public Management: The Concentration in Public Management is designed for students who wish to pursue careers in the public sector but are unsure which specific area to choose. Students electing this concentration, therefore, will take a general set of courses that will orient them to a wide range of career possibilities in the public sector, including those in personnel, labor relations, budgeting, finance, and program development. A variety of entry-level management positions exist. Among them are those of legislative staff, executive assistant, departmental staff, and assistant town manager.

Public Policy Analysis: The Concentration in Public Policy Analysis is designed for students who wish to pursue the career of policy analyst in the public sector. Positions in operating departments of government where the focus is on the planning, execution, and evaluation of public programs are the typical entry-level jobs in this area. Volunteer, non-profit, and private self-help organizations also need people with an expertise in policy analysis. Students electing this option will develop the knowledge and skills needed by a wide range of organizations in the public and private sector whose major emphasis is on the delivery of programs in housing, transportation, utilities, education, health, welfare, criminal justice, and other areas.

In addition to the eight structured Concentrations just described, students may also take a set of three to five courses in an individually designed area of concentration; the content of such a program must be developed by the student in consultation and agreement with his or her academic advisor.

The Internship:
The Internship is an approved full or part-time work experience for a student in a business, government agency, educational institution, hospital, or other public or private institution. Typically, an internship will involve about twelve hours of work per week for an academic semester, and will provide the student four academic credits, but internship placements for longer hours and more credit can also be arranged. Each internship is decided individually, depending upon a student's interests, talents, and experiences, and upon the practical limitations of the placement pool. Through an internship, students gain opportunities to enhance and apply the knowledge acquired in the classroom, to test skills and abilities, to gain new perspectives on career goals and academic directions, and to further their personal and professional development. The Internship, in sum, is a chance for students to appraise and improve their knowledge, skills, and attitudes in the world in which they will be living and working.

Representatives of employing organizations act as field supervisors who assign, advise, and evaluate the student's work activities. The student receives academic and career guidance on the internship from a faculty sponsor who also assigns, supervises, and evaluates academic study to complement the individual work experience. The College's Office of Field Relations and the Coordinator of Internships provide overall coordination for the internship experience and facilitate the efforts of participating employers, faculty, and students.

Additional information about the Internship is contained in the booklet *The Internship Experience*, which is available in the College office.

General Education Component
Approximately half of each student's four year program involves a university-level general education in the liberal arts and sciences. This portion of the program is designed to help students develop essential intellectual skills and to achieve a basic understanding of some of the major fields of knowledge. The general education component includes five requirements, which can be satisfied by many different patterns of coursework, thus providing each student with considerable opportunity to elect courses he or she wishes to take. In some cases, a single course may satisfy more than one of the requirements. Except where specified, general education course work may be taken at any point during the student's program. Students are encouraged to mix course work in the applied and general education components during the course of their education.

The five general education requirements for Management students are described in the following paragraphs.

Essential Skills Requirement:
Each student must achieve a basic mastery in the areas of written and oral communications, reading and logical thought, and quantitative analysis, and must demonstrate this mastery in each area at a level of proficiency which can be minimally expected of one who holds a baccalaureate degree from the University of Massachusetts.

Fields of Study Requirement:
This requirement is intended to help students understand some of the basic concepts and methods that have been developed by scholars to investigate and understand per-

sons, their institutions, their culture, and their physical world. To satisfy this requirement, each student must successfully complete at least one course in each of seven fields of study. Students entering the program as freshmen will take a basic course called the Liberal Arts and the World of Work, which is designed to introduce them to several fields in the liberal arts.

The seven fields of study are described in the following paragraphs. None of these fields of study correspond to any single academic discipline. Rather, each represents a specific topic for intellectual examination which may be approached from the perspective of several disciplines. In satisfying the Fields of Study Requirement, students may choose to limit their work within each field to a single discipline or approach some or all the fields on an interdisciplinary basis. Students will work out with their academic advisers the specific courses they will take to satisfy these requirements.

The Individual Human Life Field is concerned with the intensive examination of the experience of living from the perspective of an individual. Course work appropriate to this field can be found most readily in the disciplines of psychology and literature, particularly courses in the novel. Courses from other fields concerned with the study of individuals (such as History, Classics, Theatre Arts, or Philosophy) would also be applicable, depending upon the specific emphasis of the course.

The Social Organization Field focuses on human behavior in organized groups. Appropriate courses concerned with theories and methods of analyzing group behavior may be found in Sociology, Social/Psychology, Anthropology, or Economics. Another group of appropriate courses are those which analyze specific kinds of human institutions or organizations, such as selected courses in Government and Politics, Sociology, Economic Institutions, and Cultural Anthropology.

The History Field will help students develop an understanding of the history of the civilization of which they are a part, as well as provide them an awareness of the pervasiveness of historical change in human life. Appropriate course work can come from any field (including History, Art, Literature, and Afro-American Studies) which is concerned with the historical development of some aspect of American Civilization or of the American legacy from other cultures.

The Comparative Cultures Field focuses the student's attention on civilizations that are fundamentally different from the one into which the student has been born or socialized. Appropriate course work can come from any discipline (such as Literature, Art, Music, Philosophy, Architecture, History, Anthropology, Sociology or Economics) which focuses upon the culture, history, or social organization of another country or people.

The Morals and Values Field is concerned with understanding systems of values and beliefs that have been developed by civilizations or by individual thinkers. Appropriate course work can come from the fields of Philosophy, Religion, Classics, Literature, History, and Psychology.

The Aesthetics Field focuses on efforts to understand and create works of imagination that are of unusual beauty, harmony, or artistic merit. Appropriate course work can come from the fields of Art, Music, Literature (English or foreign), Classics, or Theatre Arts.

The Physical World Field focuses upon the natural environment which provides the basic context of human life. Course work in Biology, Chemistry, Physics, Astronomy, and Mathematics could be appropriate here.

Special Field of Study:
This requirement asks students to achieve a substantial degree of understanding of the methods, theories, and content appropriate to at least one of the several Fields of Study by completing a minimum of five courses in that field. At least three out of the five courses taken to satisfy this requirement must be at or above the 200 level. Also, at least three out of the five must be from a single academic discipline.

Problems of Inquiry:
Each student will be asked to complete coursework focused on the most fundamental of all intellectual questions: how do we describe the world around us accurately; and how do we assign value to what we see and experience. Each student must successfully complete at least three courses concerned with different aspects of this problem.

The first two courses that a student must take to satisfy the Problems of Inquiry Requirement must place a major emphasis upon the development of understanding how to formulate ideas and explanations through the scientific method. One of these courses must employ the rigorous application of the scientific method to quantitatively measurable empirical phenomena in which causal relationships can be determined with relative certainty. (Appropriate courses can be found in the disciplines of Biology, Chemistry, Physics, and to some extent also in Psychology, Sociology, Economics, and History.) The second course must emphasize

the application of the scientific method to problems where measurement is difficult or impossible and where clear causal relationships are extremely difficult to establish. (The most appropriate course work for this part of the requirement can be found in the social sciences, including Economics, Sociology, Anthropology, Psychology, and History.)

The final part of the Problems of Inquiry Requirement asks students successfully to complete at least one course which emphasizes the problem of making value judgments in a moral sense. (Appropriate course work can be found most readily in the field of Philosophy; courses may also be found in the fields of History, Literature, Classics, or Religion.)

Personal Education:
Each student must demonstrate a capacity to design and execute a personal program of study, and the student's academic advisor is responsible for working with the student to satisfy this requirement.

Electives
Each student will have a limited number of electives to use as he or she desires. There is no restriction on the nature of these electives.

Specific Degree Requirements
The specific course requirements for a degree in Management are listed at the end of this description of the College. Students and others interested in such information should consult that section and also the materials available from the Office of the Dean, College of Professional Studies, University of Massachusetts at Boston.

Health Care Administration

The College is currently developing a new Concentration, within the Management Program, in Health Care Administration. The concentration will prepare students for managerial careers in hospitals, nursing homes, state and federal health agencies, and other health care institutions. The first course work in this new concentration should become available during the 1977-78 academic year.

Credit by Examination

The courses offered in the Management Program are a means by which students can acquire information and skills they will need in beginning managerial careers. No useful purpose is served by requiring students to take courses covering materials that they have already mastered through practical experience, independent study, or some other means. It is, therefore, the policy of the College to permit any student to request to be examined regarding the materials covered in any course offered by the Management faculty. If a student can successfully pass the examination, credit for the course will be awarded and entered on the student's transcript. These examinations are usually scheduled during or prior to the first week of each semester.

Northeastern University Exchange Program

The College has a cross-registration program with the College of Business Administration at Northeastern University. Through this program, students in the Management Program can register for a limited number of courses at Northeastern University, at no additional cost to the student. The program represents the first step in the University's effort to expand the educational opportunities of students on the Boston campus through joint programs with private educational institutions.

Career Planning and Placement

One of the major goals of the Management Program is to help students plan and begin careers. We cannot guarantee anyone a job upon completion of the program, but the faculty and staff will do all they can through classroom work, field experience, and personal counseling to help students understand the career options available to them in management and to design an educational program that will prepare them for the field of their choice. Intensive career orientation seminars and placement assistance will be available to seniors as they approach graduation, and students will also have access to the University's Office of Vocational Counseling and Career Placement.

Future Development of the College

The plan for the College of Professional Studies identifies five fields in which academic programs may be developed: Management, Health, Urban Technology, Mass Communications, and Architecture and Urban Design. The Management Program is intended both to be a complete program in itself and also to be a foundation for the development of other professional programs. The new Concentration in Health Care Administration is an example of the way in which new programs will be developed on the basis of the Management Program. The College is currently considering the establishment of concentrations in the fields of Communications Management and Technology Management as a way of initiating program activity in the fields of Mass Communications and Urban Technology.

Requirements For A Bachelor's Degree In Management

To receive a Bachelors Degree in Management, each student must complete requirements in the Applied Component and in the General Education Component. In addition, each student must satisfy certain Campus requirements. These requirements can be satisfied by:

— Taking courses offered by the Management Program and other Colleges of the University of Massachusetts at Boston or the School of Business at Northeastern University, as appropriate;

— Transferring credit for courses taken at other accredited two and four year institutions, as appropriate;

— Completing and receiving recognition for examinations offered by the College Level Examination Program, as appropriate; and

— Demonstrating the requisite proficiency through an examination prepared by the Management faculty.

The policies governing transfer of credits from other institutions, recognition of the College Level Examination Program, and the proficiency credit-by-examination option are described in a separate section below. Students interested in satisfying any of the College of Program requirements by these or other means not listed above should also consult with the staff of the College's Office of Student Development.

The following paragraphs detail the requirements for completion of a Bachelor's Degree in Management for all students except those who entered the Management Program as transfers in September, 1975, and January, 1976; requirements for those transfer students are set forth in the document entitled *Requirements for the Bachelor's Degree in Management — July, 1975,* copies of which are available from the Office of the Dean, College of Professional Studies.

Applied Component Requirements:

Introductory Courses: Students entering as freshmen must complete the following courses or otherwise demonstrate the proficiencies associated with these courses.

MGT 100 Introduction to Management
MGT 220 Managerial Statistics
At least one course in Economics

Students entering as transfers with more than 40 credits toward graduation must complete Economics and Managerial Statistics unless their previous education has satisfied these requirements.

Management Core: All students must complete the following Core courses or otherwise demonstrate the proficiencies associated with these courses:

MGT 320-321 Operations Research/Operations Management
MGT 330-331 Marketing Management in the Public and Private Sectors
MGT 340-341 Management of Financial Resources
MGT 350-351 Human Resources Management

Students who enter the Management Program without having completed the Essential Skills Requirement in Quantitative Methods (see General Education Requirements) must do so prior to taking Operations Research.

Management Concentration: All students must complete the requirements of a Managerial Concentration. There are only two ways in which this can be done. The first way is by completing one of the eight structured concentration areas. These include: Human Resources Management, Marketing, Public Financial Management, Public Policy Analysis, Public Management, Private Financial Management, Accounting, and Management Science. The second method is by taking a set of three to five courses in an individually designed area of concentration. The content of this concentration is developed by the student and agreed upon by his academic advisor.

All students must take a minimum of two concentration courses from the Management Program or successfully complete a challenge examination in two concentration courses to satisfy the degree requirements for the concentration. With respect to any other courses required for the concentrations, students may transfer credit for courses taken at other institutions provided that: (1) where the student is seeking to satisfy a requirement for a specific course, the course taken at another institution must be comparable to the required concentration course; (2) where the student is seeking to satisfy a requirement involving an elective course, the course taken at another institution must be appropriate to the student's chosen concentration.

The course requirements for each of the eight structured Concentrations are described below:

Concentration in Accounting: Students electing the Concentration in Accounting are required successfully to complete the following courses:

MGT 442 Managerial Accounting
MGT 443 Business Finance
MGT 445 Issues in Financial Accounting
MGT 447 Business Tax Planning and Management

Human Resources Management: Students electing the Human Resources Concentration are required to take the following courses:

MGT 450 Behavioral Techniques in Human Resources Management
MGT 451 Organizational Development
MGT 452 Public and Private Sector Personnel Systems
MGT 453 Public and Private Sector Labor Relations Systems

Management Science: Students electing the Management Science Concentration are required to take the following courses:

MGT 420 Mathematical Models of Management Systems I
MGT 421 Mathematical Models of Management Systems II

and at least two of the following:

MGT 422 Managerial Applications of Computer Programming
MGT 424 Advanced Operations Management
ECON 351 Mathematical Economics

Marketing: Students electing the Concentration in Marketing are required to take the following courses:

MGT 430 Sales and Sales Management
MGT 431 Consumer Behavior and Marketing Communications
MGT 432 Marketing Research
MGT 433 Marketing Management

Private Financial Management: Students electing the Private Financial Management Concentration are required to take the following courses:

MGT 443 Business Finance
MGT 444 The Theory of Finance

one of the following:

MGT 445 Issues in Financial Accounting
MGT 447 Business Tax Planning and Management
MGT 448 Investment Management
MGT 460 Special Problems of Small Business

and an elective in a subject related to finance and approved by the student's advisor.

Public Financial Management: Students electing the Public Financial Management Concentration are required to take the following courses:

MGT 434 Public Management Processes
MGT 440 Public Budgeting Systems
MGT 441 Financial Management in Government Entities

one of the following:

MGT 442 Managerial Accounting
MGT 446 Accounting Systems and Controls
ECON 317 Public Finance

Public Management: Students electing the Public Management Concentration are required to take the following courses:

MGT 434 Public Management Processes

and either:

MGT 440 Public Budgeting Systems OR
MGT 441 Financial Management of Government Entities OR
MGT 442 Managerial Accounting

and either:

MGT 452 Public and Private Sector Personnel Systems OR
MGT 453 Public and Private Sector Labor Relations Systems

and either:

MGT 435 Program Planning and Evaluation OR
MGT 436 Policy Analysis: Physical Delivery Systems OR
MGT 437 Policy Analysis: Social Delivery Systems

Public Policy Analysis: Students electing the Public Policy Analysis Concentration are required to take the following courses:

MGT 434 Public Management Processes
MGT 435 Program Planning and Evaluation

and either:

MGT 436 Policy Analysis: Physical Delivery Systems OR
MGT 437 Policy Analysis: Social Delivery Systems

and either:

MGT 442 Managerial Accounting OR
MGT 446 Accounting Systems and Controls

In addition to the eight structured Concentrations just described, students may also take a set of three to five courses in an area of concentration individually designed by the student in consultation and agreement with his or her academic advisor.

Internship: All students are required to complete a work experience in a business, government agency, educational institution, hospital, or other kind of organization. The typical internship will involve about twelve hours of work per week for an academic semester and earn the student four academic credits, but placements with longer hours and more credit can also be arranged. Students who have already had work experience comparable to those associated with the internship may petition to substitute that work experience for the internship. In unusual cases involving extreme personal hardship, the internship requirement may be waived.

General Education Requirements:
The general education component includes five requirements. These requirements can be satisfied by many different patterns of coursework, so each student will have considerable opportunity to elect the specific courses he or she wishes to take. In some cases, the same course may be used to satisfy more than one requirement. These are the five requirements:

— **The Essential Skills Requirements:** Each student must achieve a basic mastery in the areas of logical thought, written and oral expression, and quantitative analysis and demonstrate this mastery in each area at a level of proficiency minimally expected of a University graduate;

— **The Fields of Study Requirement:** Each student must demonstrate an understanding by some methods and concepts associated with several academic disciplines by completing at least one course in each of the following seven fields of study:

Individual Human Life
Social Organization
History
Comparative Cultures
Ethics and Morals
Aesthetics
Physical World

Individual students will need to work out with their academic advisors the specific courses they will take to satisfy these requirements.

Students entering the program as freshmen will take a basic course called Liberal Arts and the World of Work, designed to introduce them to several fields in the liberal arts.

— **The Special Field of Study Requirement:** Each student must successfully complete a minimum of five courses in one of the seven Fields of Study.

At least three of the five courses must be from a single academic discipline.

— **The Problems of Inquiry Requirement:** This requirement is concerned with different aspects of the problem of making intelligent statements about the world around us. Each student will need successfully to complete at least three courses concerned with different aspects of this problem. Students may choose the courses they wish to apply to this requirement from any appropriate course offered by the University. Academic advisors will help students identify courses in different fields that could apply to this requirement. Courses used to satisfy this requirement may also be used to satisfy the Fields of Study Requirement and the Special Field of Study Requirement.

— **The Personal Education Requirement:** Each student must demonstrate a capacity to design and execute a personal program of study. Each student's academic advisor is responsible for working with the student to satisfy the requirement.

Campus Requirements:
Students in the College must satisfy the campus-wide requirements of one hundred twenty-four credits for receiving the baccalaureate degree, at least forty-five of which must be taken at the University of Massachusetts at Boston.

Electives
Each student will have a limited number of electives to use as he or she desires. There is no restriction on the nature of these electives.

College of Professional Studies Policies on Credit Evaluation

The paragraphs below describe the policies which will be used to evaluate for credit students' learning experiences which have been taken outside the College of Professional Studies - Management Program. While these policies will govern the initial credit evaluation done for students entering the Program, the College views the credit evaluation process as an on-going one. As the faculty generates additional options for evaluation, students may request that their prior learning experiences be evaluated for credit using these new options.

Credit Policy
The College will grant credit for prior course work satisfactorily completed by students enrolled in a duly accredited, two or four year post-secondary institution. According to University Policy, a grade of "C" or better must be earned in order for the credit to be transferable. In cases where the course work was completed on other than a semester hour basis, credit for such work will be numerically converted to a semester-hour basis.

The College will grant credit for examinations offered by the College Level Examination Program, or CLEP. The score one must achieve to receive credit and the amount of credit to be received will be determined by the Director of the Office of Student Development in consultation with the appropriate Program Director and with faculty in relevant disciplines.

The College will also grant credit to a student, who through practical experience, independent study, or some other means has mastered the material in a course in the Applied Component of the Management Program, and can demonstrate this by passing an examination prepared by the faculty member offering the course. In such a case, credit for the specific Management Program course will be recorded on the student's record. See the section entitled "Credit-by-Examination" in the general description of the College elsewhere in this catalogue.

The College will continue to study the issues surrounding the granting of academic credit for learning which has taken place off-campus, and will move to broaden its policies, in this area. As these new options for credit are generated, students should request that their prior learning experiences be evaluated for credit using these new options.

Note:
The credit policies stated above describe the ways in which students may earn credits towards graduation for learning experiences which have taken place prior to their entrance into the College of Professional Studies - Management Program. However, except where a student earns credit by taking the examination prepared to test specific knowledge of management program courses, the receiving of credits should be regarded as a separate issue from the determination of how these prior learning experiences will be used to fulfill specific degree requirements of the Management Program. These determinations will be made in the following ways:

General Education Component:
The decision as to whether the prior learning experiences, for which the student has received credit, will be used to fulfill specific requirements in the General Education Component of the Program, is made by the student and his/her academic advisor. The student may be asked to provide course descriptions and/or other materials to facilitate these determinations.

Applied Component:
In order for prior coursework to be used to fulfill specific requirements in the Applied Component of the Program, the content must be comparable to the specific required course. Comparability will be determined based on information provided by the student regarding topics covered, texts used, other course requirements, and duration. These determinations will be made by the Director of Student Development in conjunction with faculty in relevant disciplines. In cases where prior courses are determined not to be comparable to Management Program courses, the student may request or be required by his/her academic advisor or by the Director of Office of Student Development to take an examination prepared by the faculty member offering the Management Program course. Credit for the Management Program course will be given if the student receives a passing grade on the exam.

Appeal Procedure:
In any case where a dispute arises between a faculty member or academic advisor and a student, affecting satisfaction of a degree requirement or the awarding of credit, an appeal may be taken in writing to the appropriate Program Director within 10 days of the dispute.

Management Program

Richard M. Freeland, Associate Professor, Dean; Professors: Gunther S. Boroschek; Pearson Hunt, Peter J. McClure; Visiting Professor: Lawrence A. Johnson; Distinguished Senior Lecturer: Mary Newman; Associate Professors: Kent J. Chabotar, Paul V. Croke, Madhukar V. Joshi, Herbert Lyken, John C. Papageorgiou, Robert E. C. Wegner; Visiting Associate Professor: Arnold J. Olenick; Assistant Professors: Philip L. Clay, Carol Feldman, George W. Spiro, Joan C. Tonn, Patricia L. Wilkie; Instructors: Steven Eriksen, Vincent P. Pivnicny; Lecturers: Timothy Armour, L. Wallace Clausen, Susan J. French, Peter Gibbs, Candace Hetzner, Ronald S. LeFever, Steven Perry, Steven Roth, Kathleen Schoonmaker, Fareena Sultan; Office of Student Development: Roslyn M. Watson, Director; Nancy Nagler, Advisor

Mgt 100 Introduction to Management
A first course in the functions and problems in management. Designed to introduce students to the concrete world of management for which much of their subsequent course work will be designed to prepare them.
3-4 Lect Hrs 3-4 Credits
Mr. Spiro and Staff

Mgt 101 The Liberal Arts and the World of Work
This course is designed to inform students in broad terms about the world of work they plan to enter, the social functions of work, the organizational settings in which work takes place, the different forms of work, and the values attached to work. The course will also introduce students to the conceptual and disciplinary tools they will encounter at later stages in the management program. This course will be taught by a team of faculty from several fields in the social sciences and the humanities.
3 Lect Hrs 4 Credits
Staff

Mgt 110 College Algebra
Intensive study of college algebra designed for those who have not taken sufficient mathematics to prepare them for the topics covered in Mgt 120.
3 Lect Hrs 4 Credits
Staff

Mgt 111 Communications Seminar
An intensive one term study of writing particularly designed for upper division students whose writing ability must develop to meet the demands of coursework and a career. Contents of the course include major statements, composition structure, the use of information, and relations with an audience.
3 Lect Hrs 1-3 Credits
Staff

Mgt 120 Quantitative Methods
This course will introduce students to basic quantitative ideas and tools that are an important part of their general education and will be useful in understanding, describing, and solving problems they will encounter later in the management program and in their careers. The course will include some set theory and logic, a review of algebra, topics from the mathematics of finance and an introduction to calculus. This course is the basic course in quantitative methods and will be taken by most students during their freshman year. Students who have not had two years of high school algebra may need to take Mgt 110 to prepare for this course; a placement exam is available for students to determine if they need to take Mgt 110.
3 Lect Hrs 4 Credits
Staff

Mgt 220 Managerial Statistics
This is a non-calculus introduction to statistical description and inference. The purpose of the course is to give the students sufficient knowledge so that they will be able to intelligently evaluate statistical reports and to properly gather, tabulate, and analyze research data. Topics covered include tabulation and statistical measurement of sample data, probability (including common distributions), parametric and nonparametric hypothesis testing (two sample, contingency tables, goodness of fit, and analysis of variance), estimation, regression, correlations, survey and sampling techniques, and experimental design.
Prerequisite: Mgt 120 or equivalent.
4 Lect Hrs 4 Credits
Mr. Eriksen, Mr. Joshi and Staff

Mgt 260 Introduction to Law and Management
This course explores the nature and functions of law and legal systems. It examines the use of law in resolving disputes, facilitating arrangements and as an administrative regulatory instrument. Particular attention is devoted to the interface between law and management theory.
3 Lect Hrs 3 Credits
Mr. Spiro

Mgt 262 Massachusetts State Government and Its Management
A study of the structure and functions of Massachusetts State Government and the organizational problems which are involved in its operation. The roles of the legislature and of the executive in planning, organizational development, staffing and directing, and control will be discussed. The budget process, personnel and civil services will be explained in some detail. The applicability of simple managerial principles to the state government will be discussed from the standpoint of the citizen, who is both its owner and its ultimate consumer.
3 Lect Hrs 3 Credits
Ms. Newman

Mgt 320 Introduction to Operations Research
This course provides an overview of important concepts and techniques used for deriving optimum solutions to managerial problems. The course begins with definitions of system, manager, and optimum decisions. States of nature, alternative course of action, objective function, payoff matrix, and opportunity loss are explored, three types of decision-making situations, certainty, uncertainty and risks, are examined and decision-making criteria are derived. The remainder of the course explores several of the widely used operations research techniques, such as flow charts, task diagrams, pert networks, Monte Carlo Technique, assignment, resource allocation, transportation (distribution), and general linear programming.
Prerequisite: Mgt 120 and 220 or equivalent.
3 Lect Hrs 3 Credits
Mr. Eriksen, Mr. Joshi, and Staff

Mgt 321 Operations Management
This is an introduction to the principle problems and issues that confront the manager of the interactions among physical resources which result in the production of a good or delivery of a service. The course also explores methodologies of analysis and decision-making as applied to these problems and issues. Appropriate quantitative techniques such as cash flow convergence, mathematical programming, regression analysis, decision analysis, queuing models, and simulation are covered. The remainder of the course studies the fundamental elements of production and services delivery management. Included are such topics as facilities management, work measurement, process design, forecasting, scheduling and dispatching, production and inventory control, quantity control, effects of technological change, and economics of transportation and logistics.
Prerequisite: Mgt 320.
3 Lect Hrs 3 Credits
Mr. Papageorgiou and Staff

Mgt 330 Marketing in the Public and Private Sector I
Managers, whether in business, government or other types of organizations, should be capable of participating in the process through which an organization attempts to achieve its objectives by acting on and reacting to its environment. In this course, students will learn to analyze the structure and behavior of: 1) social, economic, technological, political, legal and other systems within which an organization operates; 2) individuals and groups within those systems towards which an organization's products or services are directed and from which its resources are obtained. Students will then learn to formulate and evaluate programs designed to achieve an organization's objectives by influencing and adapting to its external environment. The courses will make use of lectures, class discus-

sion, exercises, report writing, and case studies.
3 Lect Hrs 3 Credits
Mr. Johnson, Mr. McClure, Mr. Wegner, and Staff

Mgt 331 Marketing in the Public and Private Sector II
A continuation of Mgt 330.
Prerequisite: Mgt 330 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Johnson, Mr. McClure, Mr. Wegner, and Staff

Mgt 340 Management of Financial Resources I
The greater part of this course is an introduction to financial accounting, emphasizing concepts rather than bookkeeping procedures. The course also includes brief treatment of the management of the short-term financial needs ot profit and non-protit entities.
4 Lect Hrs 4 Credits
Mr. Hunt, Mr. Lyken, Mr. Olenick, Mr. Pivnicny, and Staff

Mgt 341 Management of Financial Resources II
Continuation of the study of short-term financial management. Basic aspects of long-term finance including leverage, debt capacity and dividend policy. Introduction to the types of securities issued by public and private entities. Capital budgeting and the time value ot money.
Prerequisite: Mgt 340 or permission ot instructor.
4 Lect Hrs 4 Credits
Mr. Hunt, Mr. Lyken, Mr. Olenick, Mr. Pivnicny, and Statt

Mgt 350 Management of Human Resources I
An introductory course centered around the processes of planning, organizing, directing and controlling activities as they relate to the effective utilization and development of people in formal organizations. Students will be exposed to the analytical tools useful in conceptualizing, diagnosing and acting on managerial problems related to the interaction between organizations, their objectives and the development of human resources; emphasis will be given to the concepts of organization analysis and design, and to the analysis of the effects ot organizational structure on human performance.
3 Lect Hrs 3 Credits
Mr. Boroschek, Mr. Chabotar, Mr. Croke, Ms. Tonn, and Staff

Mgt 351 Management of Human Resources II
This core course will expose students to the theories, ideas and research concerning human behavior in organizations. It has been structured as an experiential learning process around the analysis of individual behavior, interpersonal relations and group dynamics. Students will be exposed to the critical interactions and options open to management in structuring human performance and the value implications implicit in personnel decisions.
Prerequisite: Mgt 350 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Boroschek, Mr. Croke, Ms. Tonn, Ms. Wilkie and Staff

Mgt 420 Mathematical Models of Management Systems I
User-oriented overview of probabilistic modeling techniques as applied to managerial problems. The students will be responsible for understanding the use of the models in solving managerial problems of profit and non-profit organizations. The content includes queuing theory, simulation, Markov processes and other probabilistic special applications, dynamic programming and network problems.
Prerequisite: Mgt 320 and 321; Mgt 321 can be taken concurrently.
3 Lect Hrs 3 Credits
Mr. Papageorgiou and Staff

Mgt 421 Mathematical Modes of Management Systems II
User-oriented overview ot probabilistic modeling techniques as applied to managerial problems. The students will be responsible for understanding the use ot the models in solving managerial problems of profit and non-profit organizations. The content includes queuing theory, simulation, Markow processes and other probabilistic models.
Prerequisite: Mgt 420.
3 Lect Hrs 3 Credits
Mr. Papageorgiou and Staff

Mgt 422 Managerial Applications of Computer Programming
Developing of programming skills that would enable students to use computers in managerial analysis and decision making processes. The content includes computer programming in COBOL and the use of various statistical and software packages for management applications.
Prerequisite: Mgt 320 or permission ot instructor.
3 Lect Hrs 3 Credits
Staff

Mgt 424 Advanced Operations Management
Advancing the student's skill in operations management beyond the level achieved in the core program; the emphasis is on: 1) forecasting techniques for predicting the future pattern ot behavior of variables important to the design and operations of a system; 2) system design, analysis and monitoring techniques; and 3) methods for ensuring timely and smooth implementation of management systems.
Prerequisite: Mgt 321
3 Lect Hrs 3 Credits
Mr. Joshi, Mr. Papageorgiou and Statt

Mgt 430 Sales and Sales Management
The basic objective is to develop the student's understanding and skills in managing the personal selling function. The course should be of special interest to those students who seek out companies that place special emphasis on personal selling as an element of the marketing mix. It is also important to general managers since the course is oriented to the firm's marketing strategy and towards implementation.
Prerequisite: Mgt 331 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Johnson

Mgt 431 Consumer Behavior and Marketing Communications
Analyzes interactions between consumer decision-making processes using concepts of economics, sociology, psychology, and mass and informal communications, in order to develop marketing communication strategies in response to specific marketing problems.
Prerequisite: Mgt 331 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. McClure

Mgt 432 Marketing Research
Presents marketing research as the systematic and objective search tor and analysis of information relevant to the identification and solution of marketing problems as well as for use in management information systems.
Prerequisite: Mgt 331 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. McClure, Mr. Joshi

Mgt 433 Marketing Management
The objective is to develop the student to the point of being able to formulate a marketing program. The elements of the marketing program must be combined in a logical integrated manner conforming to marketing forces that bear on the tirm and must be consistent with the needs ot the program's target market segment.
Prerequisite: Mgt 331 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Johnson

Mgt 434 Public Management Processes
This course examines the role of public administrators in the design and implementation of public policy. It deals with the technical, political, and social issues involved in managing federal, state and local units of government, considering public administration as a profession as well as an academic subject, the course covers the need for and historical development of public administration, the problems of managerial decision-making, ethics in government, crucial aspects ot the public budgeting and personnel processes, and the future of public administration.
Prerequisite: Mgt 331 or 351 or permission ot instructor.
3 Lect Hrs 3 Credits
Staff

Mgt 435 Program Planning and Evaluation
This course deals with how managers plan programmatic objectives and evaluate the attainment of the objectives. It discusses not only the techniques of planning and evaluation but also

the political and organizational environments in which these techniques are executed. Topics covered include the determination of performance criteria and standards. Choice of research design and instruments, presentation of evaluation data and reports, and the utilization of evaluation results to improve organizational efficiency and effectiveness.
Prerequisite: Mgt 331 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Chabotar and Staff

Mgt 436 Policy Analysis, Physical Delivery Systems
This course builds on the concepts and techniques presented in Mgt 435 and brings them to bear on the analysis of physical systems. The course will be case-oriented and will be primarily concerned with the planning, land-use, and environmental issues associated with public policies and programs in areas such as transportation and housing.
Prerequisite: Mgt 434 and Mgt 435 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Wegner

Mgt 437 Policy Analysis, Social Delivery Systems
This course builds on the concepts and techniques presented in Mgt 435 but in a direction different than Mgt 436. The course will present evaluation design and management at a level beyond Mgt 435, with a special emphasis on the analysis of social programs. The course will discuss the environment in which social programs are planned, evaluated, and revised and the specific analytical needs of public managers in these various processes.
Prerequisite: Mgt 434 and Mgt 435 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Mgt 440 Public Budgeting Systems
This course examines public budgeting at the federal, state, and local levels. Its emphasis is on how the public manager uses budgeting in the planning, evaluation, and control of public programs. Topics covered include the budget process, emphasizing the recent federal reforms; the tools of analysis used in public budgeting; the applications of program-based budgeting systems at the federal, state, and local level; and the future directions for public budgeting.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Pivnicny

Mgt 441 Financial Management of Governmental Entities
Whereas a course of public budgeting systems deals with budgeting and financial management from an institutional, process, issue-oriented perspective, the course in financial management is primarily a techniques-oriented course for those students who wish to develop in-depth knowledge in the ways public agencies manage all of their resources, such as revenues, expenditures, inventories, and debt. The process of the course will center on class lectures and case studies which will integrate the management techniques and accounting techniques used to solve contemporary public financial problems such as the establishment of a public debt policy and the formulation of current and capital budgets.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Pivnicny

Mgt 442 Managerial Accounting
Study of the costs of operations of all types of entities with particular attention to the allocation of variable and joint costs. Examination of the use of cost data both by managers within entities and by those who negotiate about or regulate costs and pricing.
Prerequisite: Mgt 340 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Olenick

Mgt 443 Business Finance
Continues in greater depth the study of the management of financial resources initiated in Mgt 341. Contrasts the information and procedures of analysis available to individuals outside the firm and those within it. Introduction to the financial aspects of mergers and acquisitions. Brief review of the disclosure and accounting standards required by professional and governmental bodies.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Hunt and Staff

Mgt 444 The Theory of Finance
This course supplements the knowledge obtained in Mgt 340-341, with the analytical techniques required to accomplish the varied assignments a financial manager or analyst might receive. The course assumes a basic understanding of the institutional environment within which financial decisions are made and a grasp of the concepts presented in the 340-341 sequence. From this assumed base, the course will present the theoretical background of various analytical techniques, a discussion of their potential benefits and shortcomings, and examples of their use. Major topics include asset management, capital budgeting, and valuation theory.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Pivnicny and Staff

Mgt 445 Issues in Financial Accounting
Building on the abilities gained in the core course, this course extends the study of financial accounting, particularly in the areas of: determination of period income, balance sheet valuation, accounting for equities. The course also explores the issues in the areas of price-level and fair value accounting, alternative methods of financial statement presentation, and accounting changes.
Prerequisite: Mgt 341 or permission of instructor.
4 Lect Hrs 4 Credits
Mr. Olenick

Mgt 446 Accounting Systems and Controls
This course studies management's need for information, and the design of systems to provide the quantitative parts of that information, drawing essentially from accounting records. There is also coverage of system survey methodology and stress on internal controls, and a brief introduction to management information systems concepts.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Olenick

Mgt 447 Business Tax Planning and Management
This course covers the impact of federal, state and local taxation on managerial decision-making; planning and organizing the tax function; long and short-term analysis, research and planning; and tax information systems and controls. Coverage also includes income, property, sales and payroll taxes at all levels of government.
Prerequisite: Mgt 340 and 445 or permission of instructor; Mgt 445 may be taken concurrently.
3 Lect Hrs 3 Credits
Mr. Olenick

Mgt 448 Investment Management
This course is designed for those who wish to prepare to work for one of the many types of firms that invest in financial instruments. Topics covered include the characteristics of various types of investors which determine the types of instruments they should buy; the procedures of analyzing and selecting securities to satisfy investors' needs; the markets in which exchange of securities take place.
Prerequisite: Mgt 341, 443, 445 or permission of instructor; Mgt 443 and 445 may be taken concurrently.
3 Lect Hrs 3 Credits
Staff

Mgt 450 Behavioral Techniques in Human Resources Management
A seminar directed primarily to the development of basic skills and research techniques common to the fields of personnel and labor relations. It will provide knowledge of and information on those aspects of research methodology required for effective role development in personnel and labor relations. Required for all management majors concentrating in the human resources area.
Prerequisite: Mgt 351 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Mgt 451 Organizational Development
A seminar centered on diagnostic techniques, change processes, and managerial intervention techniques as applied to a variety of human groupings within formal organizations. Required for all management majors concentrating in the human resources area.
Prerequisite: Mgt 450 and 452 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Croke, Ms. Tonn, and Staff

Mgt 452 Public and Private Sector Personnel Systems
This course explores the personnel management process in both the public and private sectors. It examines the role of the personnel manager and the nature of the various forces that shape that role. In addition to the traditional areas of personnel management, such as recruitment, selection, and compensation, time will be devoted to a review of the special problems associated with public sector personnel management.
Prerequisite: Mgt 351 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Croke and Staff

Mgt 453 Public and Private Sector Labor Relations Systems
Explores the nature, development, and current problems of union-management relations in both the public and private sectors. Attention is given to subjects such as labor market and labor force analysis, the impact of unemployment and technological change, and contract negotiation and administration.
Prerequisite: Mgt 450 and 452 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Spiro

Mgt 460 Special Problems of Small Business
The formations and management of small organizations, profit and non-profit, typically with personnel of under 100. The course will emphasize the analytical tools and management concepts which can be effectively used by smaller organizations and will treat problems of personnel organization, financing, and marketing. Material will deal with the problems of finding opportunities, appraising the potential for success, negotiating price and terms for funding or purchase, raising capital, and operating problems at various stages in the life cycle of a small enterprise. Material will consist of case studies, selected readings, and occasional invited guests.
Prerequisite: Mgt 341 or permission of instructor.
3 Lect Hrs 3 Credits
Mr. Lyken

Mgt 478 Special Topics in Management
Intensive study of topics in management. Course content and credit will vary each semester and will be announced during the advance registration period.
Hours by Arrangement 1-3 Credits
Staff

Mgt 480 Management Internship
Full or part-time work experience in management settings, supervised by an on-site supervisor and a management program faculty sponsor. Credit also available to students with prior managerial experience who develop a professional portfolio about that experience under the supervision of a faculty sponsor. Open only to management students who have completed 75 credits, 3 out of the 4 management core course, and the application process during advance registration periods.
Prerequisite: Permission of CPS dean's office, management students only.
Hrs by Arrangement 4-8 Credits
Staff

Mgt 482 Independent Study
Student-initiated research project on a management topic, supervised by a member of the management program faculty, open to a limited number of students each semester.
Hrs by Arrangement 3-4 Credits
Staff

Mgt 500 Exchange Program with Northeastern University
Students enrolled in the management program may, with the approval of the dean of the College of Professional Studies, take specialized course work not available at the University of Massachusetts at Boston at the College of Business Administration at Northeastern University. Students interested in this option should contact the College of Professional Studies dean's office. Priority will be given to management students.

Graduate Studies Program

Master's Degree Requirements

1. Thirty graduate credits. Up to six credits of grade B or better may be transferred from other institutions with the consent of the Department. Twenty-one of the 30 credits must be in the major field. If a thesis is offered, six credits must be earned in graduate courses; if a thesis is not offered, 12 credits must be earned in graduate courses. Not more than 10 credits may be earned by means of a thesis. No credit is valid after six years unless an appeal to the Department is sustained.

2. The thesis and general examination are optional with the school or department, but if required, they shall be under the supervision of a committee recommended by the major department. The Thesis Committee will consist of members of the Faculty at the discretion of the chairperson of the Department, and should be appointed as soon as possible after the student's first registration. As soon as the student arrives on campus, and prior to the appointment of a thesis committee, an Advisor, or Guidance Committee, should be appointed for the student from the members of the Faculty. Once the student has selected his thesis topic, the Guidance Committee may serve as the Thesis Committee, although these two committees are not necessarily the same.

   The thesis must be approved by the Thesis Committee, the Department chairperson, the Advisor, and those members of the faculty in the major department designated by the Department chairperson to approve the thesis. The general examination (not limited to the thesis topic) is conducted by an examining committee of at least three members of the Faculty. The recommendation of a majority of the members of the examining committee shall be requisite to receiving the degree. If a student offers a thesis, problem courses shall be limited to six credits.

3. All foreign language requirements for the Master's degree are optional with the department.

4. Course credits used by any student for fulfilling the requirements for a Master's degree may not be used by the student for fulfilling the requiremens for any other Master's degree at this University.

Biology

The Program

Our program is designed with flexibility in order to satisfy the aspirations of those who wish rigorous training leading to a degree of Master of Science in Biology.

Each student will be assigned to a three-member advising committee which will consider his/her training and aspirations and, in consultation with him/her, establish an appropriate program of study. The advising committee will be responsible for insuring that the candidate for a degree tulfills all requirements ot the department and graduate school. The program may vary widely with the needs ot the students, and the decision of whether or not to require an original thesis ot Master's candidates will be made on an individual basis. Students who choose to write a thesis must enroll in Biology 900 (Thesis Research). All other students are required to take Biology 901 (Projects in Biology). In addition, all students must take at least 1 semester of Biology 750 (Seminar in Biology) as partial fultillment ot Master's Degree requirements.

Admission Requirements

In addition to the University-wide requirements for admission to graduate school those admitted to the graduate program in biology will have to meet the following requirements: (1) The candidate must submit the results of the verbal and quantitative portions of the Graduate Record Examination. (2) The candidate must normally have a grade point average of 3.0 in all undergraduate science and mathematics courses.

Facilities Available in Biology

The facilities on the campus allow programs in most phases of biology. There are research laboratories for faculty members and graduate students in teaching laboratories for graduate courses. The facilities include all of those normally found in modern laboratories in the biological sciences.

The campus is located on Boston Harbor and therefore, one type of marine environment is readily accessible to it. Much of our instruction will be built around the harbor. We also have a field station on Nantucket Island and through cooperative arrangements we have access to still other types ot marine habitats. We will use the city and the harbor as a source of biological material and as a facility for biological studies. Through cooperation ot the Waltham Field Station ot the University, we have facilities for large plantings of botanical materials. There are a number of other institutions in the area with which we have informal arrangements so that some rather specialized tacilities can be made available it they are needed.

Course of Study

All 600 level courses are open to both undergraduate and graduate students.

Many of the courses will be taught as tutorials by teams of faculty members sometimes from ditferent departments. Since some of the courses will vary greatly in content with the needs of the students and the desires ot the faculty, some of the courses may be taken for credit more than once. The courses will be offered only upon prior arrangement by the student or his advising committee. Permission of the instructor is required for enrollment in all courses, and it is understood that the student will have the background necessary to handle the subject at the graduate level. In many courses the student will be expected to study from the original research literature in the field.

Biol 702 Plant Physiology
Current developments in plant physiology, morphogenesis and biochemistry.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3-5 Credits
Staff

Biol 712 Advanced Cell Biology
The analysis of gene transfer and expression at the cellular level, including the nature ot metabolic systems and the factors governing their regulation.
Prerequisite: Permission ot instructor.
Hrs by Arrangement 3-5 Credits
Staff

Biol 714 Advanced Cell Chemistry
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission ot instructor.
Hrs by Arrangement 3-5 Credits
Staff

Biol 722 Concepts and Methods in Cytology
The structural basis of cellular and subcellular functions, with practical experience in methods ot visualizing cellular structure.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3-5 Credits
Staff

Biol 732 Advanced Evolution
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, ecological genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Biol 742 Behavior and Ecology of Seabirds
Adaptations of seabirds to the marine environment with particular reference to breeding biology and feeding strategies; other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by Arrangement 2-5 Credits
Staff

Biol 750 Seminar in Biology
A seminar to develop skills in library research and oral presentation. Each student will have a faculty advisor who will supervise his preparation for the seminars. All graduate students must take at least one semester of this course.
Hrs by Arrangement 1 Credit
Staff

Biol 770 Concepts in Modern Biology
A field of biology of current interest is examined in detail.
Prerequisite: Permission of instructor.
Hrs by Arrangement 2-5 Credits
Staff

Biol 900 Thesis Research
Substantial laboratory or field research resulting in a master's thesis. This course may not substitute for Biology 901 (these two courses are mutually exclusive). No more than 10 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester.
Hrs by Arrangement 2-10 Credits

Biol 901 Projects in Biology
A substantial written report based on a library research or an original project such as curriculum design, design of teaching aids and exercises, critique of a book or theory, etc. Biology 900 and Biology 901 are mutually exclusive. No more than 6 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester.
Hrs by Arrangement 6 Credits
Staff

Chemistry

The Program

A Master's Degree Program is offered which will serve graduate students with interests in chemical research as well as students with interests in some interdisciplinary, chemistry-related field. The degree requirements are flexible in order to allow a student to take as many as half his graduate courses outside of chemistry and to enable him to submit a thesis in a tangential area. We envisage candidates working in such widely diverging fields as laboratory research, chemical economics, history of chemistry, biological chemistry, and chemical writing and editing. All candidates for the degree of Master ot Science are required to take one graduate chemistry course in each of the three areas of Synthesis, Structure, and Dynamics. These courses, which cut across the traditional boundaries of Organic, Inorganic, Analytical and Physical Chemistry, are designed to give the students of diverse backgrounds and with diverse aims a broad overview of the recent advances in chemistry. Three elective courses will allow the student aiming toward a research oriented Ph.D. degree, the option is available, ot taking a maximum number of chemistry courses and electing to work on a research project.

This flexible program is designed for recent graduates as well as people having positions in high schools, community colleges and industry who are seeking advancement by extending professional training. Attempts will be made to make scheduling arrangements for those who must study part-time.

Facilities Available in Chemistry

The Department of Chemistry is housed in the spacious, air-conditioned Science Building of the Harbor Campus. Facilities include laboratory space for research of fifteen faculty, a science library, glass-blowing, machine and electronics shops.

Research facilities presently available include:

Numerous uv, vis and ir spectrophotometers an ORD/CD and laser Raman spectrophotometer
nuclear magnetic resonance and electron spin resonance equipment
a fully equipped laboratory for X-ray crystallographic studies
instruments for flash photolysis
electroanalytical and radiochemistry equipment
analytical and preparative gaschromatographs
extensive computing facilities

Degree Requirements

The candidate is required:

1. To take six one semester courses of which one is to be in each of the areas of Dynamics, Structure, and Synthesis (3 credits per course).

2. To submit an original contribution (thesis) in chemistry or in a chemistry related field (10 credits maximum).

3. To participate in a seminar program (1 credit per semester).

The elective courses can be selected from course offerings of other Departments in the University subject to approval of the Graduate Committee of the Department.

For graduation the candidate needs 30 graduate credits. Up to six credits of grade B or better may be transferred from other institutions subject to the approval of the Graduate Committee of the Department.

Chem 701 Chemical Dynamics I
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 702 Chemical Dynamics II
Three or four selected topics of interest to students and staff involved. Typical subjects: molecular transport processes and the kinetic theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 711 Chemical Structure I
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Mr. Laufer

Chem 712 Chemical Structure II
In tutorial form, individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 721 Chemical Synthesis I
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Mr. Wang

Chem 722 Chemical Synthesis II
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 3 Credits
Staff

Chem 900 Master's Thesis
10 Credits Maximum.
Hrs by Arrangement 1-10 Credits
Staff

Chem 925 Seminar I
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 1 Credit
Staff

Chem 926 Seminar II
Prerequisite: Acceptance into the Graduate Chemistry Program, or permission of instructor.
Hrs by Arrangement 1 Credit
Staff

English

The Program

The Master's of Arts Degree Program in English is designed to serve three groups of students: those who intend later to study for the Ph.D.; those engaged in or intending to pursue, careers in the teaching of English at the secondary level or two-year college level; and those who simply enjoy English and American Literature and wish to increase their understanding and enjoyment. Graduate enrollment is small. All graduate classes are offered during the late afternoon hours and are conducted as seminars, averaging from 6 to 10 students in each. The degree candidate may also propose a semester's unit of independent study and/or writing which, if approved, may substitute for one required semester course. All graduate courses carry five credits.

Degree Requirements

Requirements for the M.A. Degree in English include the satisfactory completion of six semesters of graduate-level courses (30 credits). The graduate student may enroll in two advanced undergraduate courses in English or related fields at the University of Massachusetts at Boston and substitute these two courses for one of the six graduate courses required for the degree. A student wishing to transfer credits earned elsewhere may petition for evaluation of such credits up to six (6) transfer credits may be accepted. The degree candidate must earn at least a 3.0 (B) cumulative average in courses taken for graduate credit at University of Massachusetts at Boston.

A graduate student must demonstrate a reading knowledge of one foreign language, ancient or modern. The reading knowledge may be demonstrated either by achieving a score of 575 or better on the ETS Graduate School Foreign Language Test (GSFLT administered from Princeton, N.J.), or by earning an A or B in an advanced undergraduate foreign literature course (400 level) at the University of Massachusetts at Boston in which works will be read in the original foreign language. The language requirement will also be fulfilled if the student has earned an A or B in such a course as an undergraduate at University of Massachusetts at Boston, or in a course at an equivalent level elsewhere. Students who plan a career limited to secondary-school teaching, and who have no intention of later proceeding to the Ph.D., may petition for the waiver of the foreign language requirement. Waiver will also be granted to students whose command of an approved foreign language is so obvious as to make further examination of course requirement superfluous.

Admission to the Program

The Committee will offer admission to the program to those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will include: (1) a distin-

guished undergraduate transcript with, generally, at least an average of B or 3.0 in undergraduate English courses; (2) at least three encouraging and informed letters of recommendation from the applicant's undergraduate teachers (in English or related fields) or from others competent of comment on the applicant's academic qualifications; (3) a statement by the applicant (of 800 to 1200 words) of his major interests in the advanced study of English. While not required, the submission of Graduate Record Examination Aptitude scores (Verbal and Mathematical) is highly recommended. For further information and for application forms, please write to the Director of Graduate Studies, University of Massachusetts at Boston, Boston, Massachusetts 02125.

Engl 702 The Black Presence
Study of selected literary texts of the last two-hundred years by major and minor authors who wrote with a special consciousness of the significance of Black people in American society.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Gittelman

Engl 703 Regional Literature
The subject of the course is the regional consciousness in representative works of modern American writers of the South and New England. We will explore the role that the sense of history (the impingement of the past on the present), the sense of place and the response to the natural world play in the work of southern and New England writers.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Ryan

Engl 704 Hawthorne and James
A study of the relationship between the fiction of Hawthorne and James, focusing on James' criticism of Hawthorne.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Katz

Engl 705 Contemporary American Fiction
A study of the scope (times and types) and strains (types and tensions) in the post WWII, post modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the sometime combination of the two.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. O'Connell

Engl 706 Modern American Poetry
Studies in the poetry and selected prose of Robert Frost, E.A. Robinson, Robert Lowell, and Alan Tate, with complementary readings in other modern American poets.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Ryan

Engl 718 History of the English Language
Description and analysis of modern English from a linguistic perspective; attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and 18th century English, with its stress on traditional grammar.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Ms. Ferguson

Engl 720 Chaucer
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political, and religious backgrounds.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Ms. McAlpine, Ms. Shaner

Engl 723 Metaphysical Poetry
The course will survey the major English poets called 'metaphysical' in their historical context: Herbert, Vaughan, Crashaw and Marvell.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Divver

Engl 725 Milton
A study of the poetry and major prose with particular attention to *Paradise Lost*; Milton's style, his relations to traditional literary forms, his thematic concerns with freedom; an examination of Milton criticism.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Smith

Engl 733 Augustan Satire
Study of the major Augustan satirists — Dryden, Swift, and Pope — with attention paid to the works of Rochester, Addison, Gay, and Fielding; consideration of the critical questions arising from the study of satire.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Blair

Engl 741 Romantic Literature
The seminar will approach the unity of Romanticism through consideration of three important modes of British poetry, fiction and criticism in the period from c. 1790 to c. 1832; the visionary (primarily Blake and Wordsworth), the picturesque (Scott and Byron), and the aesthetic (chiefly Keats, with related readings in the criticism of Hazlitt).
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Hart

Engl 746 Victorian Literature
Aestheticism and socialism in Victorian literature. The subject of the course is the development of two issues in the work of some major Victorian writers: the movement away from the classical view that art is normative to an increasing acceptance of the view that art is autotelic; and an accompanying movement away from a special concern with art to a concentration on social reform.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Broderick

Engl 751 Modern Poetry
A study of the major figures and currents in modern British poetry: Hardy, Hopkins, Eliot, Auden, Lowell, Ginsberg.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Helms

Engl 752 Modern British Fiction — Lawrence and Woolf
A comparative of the major novels of D.H. Lawrence and Virginia Woolf with particular attention paid to the two writer's conception of the nature and function of the novel and to their relation to the literary contexts of the period, 1914-1940.
2 Lect Hrs 5 Credits
Mr. Lyons

Engl 760 Studies in Poetry
Studies in the nature of poetry; an examination of modes. A reading of representative English and American poetry.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Willey

Engl 761 Studies in the Novel
Studies in the nature of prose fiction and the major kinds of novels. A reading of representative novels in English and American literature. With the permission of the director of graduate studies in English, this course may be repeated for credit.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. O'Connell

Engl 762 Studies in Drama
A study of English and American drama from an awareness of its European contexts. Plays discussed will come from the major periods of western drama and will provide examples of the major kinds of drama.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Stock

Engl 763 Studies in Satire
An exploration of individual works of satire and critical theories about the mode: pre-modern and modern selections from Swift, Pope, Shaw, Waugh, F. O'Connor, N. West, Eliot and others.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Blair

Engl 767 Shakespeare
Shakespeare's idea of dramatic art as revealed in explorations of one of the following topics — the plays and their sources, theatrical self-consciousness, Shakespeare's language of the theater.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Bluestone, Mr. Finkelpearl

Engl 768 Arnold and Eliot
The study of two important men of letters who both reflected and criticized the main artistic and intellectual currents of their time. Readings from their poetry, literary criticism, and social commentary as well as selected writings contemporary with each author.
2 Lect Hrs 5 Credits
Staff

Engl 771 Faulkner
A reading of all the major fiction centered in Yoknapatawpha County, with an intensive study of certain texts (selected by the class after dis-

cussion at the first meeting). The works will not necessarily be read in chronological order.
2 Lect Hrs 5 Credits
Staff

Engl 776 Studies in Criticism
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Marks
Staff

Engl 777 Teaching of Literature
Theories and practice of the teaching of literature, considered in the context of current models of the liberal arts college and of current issues in humanities curricula.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Broderick

Engl 786 Literature and Society - 19th Century England
A study of literature with special reference to its social and historical circumstances and of the theoretical questions raised by such a perspective. Authors to be studied include: Austin, Cobbett, Gaskell, Dickens, Engels, Charlotte Brontë, and Lawrence.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Webb

Engl 791 Literature and Composition
The course will offer opportunities to identify and define those acts of mind involved in composing and to carry out experiments designed to reveal the nature of symbolic transformation as the fundamental operation in perception and concept formation as well as in the creation of works of imaginative literature.
3 Lect Hrs, 2 Conf Hrs 5 Credits
Mr. Nelson, Ms. Berthoff

Engl 792 Introduction to Linguistics
The course will, first, raise large questions behind the study of linguistics: What is the relationship between language and thought? To what extent do words create reality? Then, the course will survey the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
Staff 5 Credits

Engl 800 Independent Study
A comprehensive study of a particular area of literature, a particular author, etc. Consultation with the director of graduate studies is mandatory. Applications/outlines of study must be submitted at the end of the semester previous to the study. Approval by graduate committee.
Staff 5 Credits

History

The Program

The Master of Arts Program in History is intended for teachers who wish to improve and update their knowledge for the field and for persons seeking to test their capacity for graduate work before working toward degrees more advanced than the Master of Arts. It also serves the needs of women who have been out of school and want to resume their education, and of others who desire to improve their knowledge of history for their personal intellectual development.

Because the Department of History is large, some thirty members, and because a relatively small number of students are admitted each year, the Master of Arts Program at the University of Massachusetts, Boston, offers its students an opportunity for close faculty attention and support.

Requirements

30 credit hours, including a graduate colloquium on historical methodology in students' major fields of interest; a research seminar; six additional approved courses (two of which may be outside the Department), and the completion of a Master of Arts thesis. Students must also demonstrate a reading proficiency in one foreign language — French, German, or another judged relevant to each student's major area of interest. This requirement may be met by performing satisfactorily on the ETS Graduate School Foreign Language test, or by passing a test administered by the Department. Part-time enrollment is permitted.

Graduate Courses in History

600 Level Courses

For a list of lecture courses which can be taken for graduate credit and which will include special readings, writing assignments, and conference hours for graduate students, consult the History Department Office.

Hist 800 Graduate Colloquium: American History
An advanced course in historical methodology with special reference to American history. Topics to be covered include American historiography, the analysis of historical argument and evidence, and recent developments in historical methods.
Staff 3 Credits

Hist 801 Graduate Colloquium: European History
An advanced course in historical methodology, with special reference to European history. Topics to be covered include European historiography, recent developments in historical methods and schools, the analysis of historical materials.
Staff 3 Credits

Hist 810 Graduate Research Seminar: U.S.
An advanced course in historical research, normally taken after the graduate coloquium. Readings and research will draw upon diverse historical materials, primary sources, records, documents in American history, and will focus upon topics to be announced in advance.
Staff 3 Credits

Hist 811 Graduate Research Seminar: Europe
Advanced course in historical research, in European topics, normally taken after the appropriate graduate colloquium. As in History 810, research papers will be written and analyzed in the seminar setting.
Staff 3 Credits

(Other colloquia and research seminars, on subjects outside European and U.S. History, will be offered in accordance with student needs).

Hist 850 Independent Study
Advanced course of independent readings under the guidance, and subject to the examination, of the instructor. Areas and topics according to student need.
Staff 3 Credits

Hist 900 Master of Arts Thesis
Under the supervision of the appointed advisor. All topics must be previously approved by the department's graduate committee. The thesis will be judged for its suitability as partial fulfillment of the requirements for a Master of Arts degree by both the appointed advisor and a second reader selected in consultation with the director of graduate studies.
Staff 3 Credits

Mathematics

Academic Requirements

At least 18 semester credit hours in undergraduate mathematics beyond the content of Differential and Integral Calculus are normally required of each candidate entering the Master's Program. A one-year course in Advanced Calculus would be desirable.

To earn a Master's degree in Mathematics, a student must:

1. Pass 10 courses, at least 6 of which must be numbered 700 or above, and which must include the courses 711 (Modern Algebra 1), 721 (Complex Variables 1), 723 (Real Variables 1), and 725 (General Topology) or their equivalent. No more than 3 of the 10 courses counted toward the Master's degree may be taken outside the Department, and they must be graduate courses and 2 must be math-related.

2. Pass the Master's Written Qualifying Exam. This exam consists of two parts each of which lasts two hours, one part covering algebra

and topology, and the other, analysis. Knowledge of the material through the level of 711, 721, 723, and 725 should be sufficient to enable the student to pass the exam.

While the student ordinarily works out his program in consultation with his advisor, the ultimate responsibility rests with the student. A Master's candidate who has not completed the requirements for the Master's degree at the end of his second year will not be permitted to enroll further in the Department.

Math 711 Introduction to Modern Algebra I
First semester of a two semester course. Topics to be selected from groups, rings, algebras, fields, modules. Linear transformations, matrices, tensor products. Homological algebra.
Prerequisite: Math 360 or Math 450 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 712 Introduction to Modern Algebra II
Second semester of a two semester course. Topics to be selected from groups, rings, algebras, fields, modules. Linear transformations, matrices, tensor products. Homological algebra.
Prerequisite: Math 711 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Math 721 Theory of Functions of a Complex Variable I
First semester of a two semester course. Topics to be selected from linear transformations of a complex variable. Power series and elementary functions. Holomorphic functions and Cauchy's Theorem. Theory of residues, isolated singularities. Conformal mappings. Entire and meromorphic functions and their representations by means of products and partial fractions. Elliptic functions. Analytic continuation and Riemann surfaces. Algebraic functions.
Prerequisite: Math 450 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 722 Theory of Functions of a Complex Variable II
Second semester of a two semester course. Topics to be selected from linear transformations of a complex variable. Power series and elementary functions. Holomorphic functions and Cauchy's Theorem. Theory of residues, isolated singularities. Conformal mappings. Entire and meromorphic functions and their representations by means of products and partial fractions. Elliptic functions. Analytic continuation and Riemann surfaces. Algebraic functions.
Prerequisite: Math 721 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Math 723 Theory of Functions of a Real Variable I
First semester of a two semester course. Topics to be selected from the real number system. Lebesgue measure and the Lebesgue intergral. Differentiation. Classical banach spaces. General measure and integration theory.
Prerequisite: Math 450 or equivalent.
3 Lect Hrs 3 Credits
Staff

Math 724 Theory of Functions of a Real Variable II
Second semester of a two semester course, topics to be selected from the real number system. Lebesgue measure and the Lebesgue intergral. Differentiation. Classical banach spaces. General measure and integration theory.
Prerequisite: Math 723 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Math 725 Topology I
First semester of a two semester course. Topics to be selected from: topological space. Classification. Separation properties. Cartesian products. Mapping and continuity. Connectedness. General convergence. Compactness. Function spaces. Introduction to homotopy theory. Algebraic topology.
3 Lect Hrs 3 Credits
Staff

Math 726 Topology II
Second semester of a two semester course, topics to be selected from topological space. Classification. Separation properties. Cartesian products. Mapping and continuity. Connectedness. General convergence. Compactness. Function spaces. Introduction to homotopy theory. Algebraic topology.
Prerequisite: Math 725 or permission of instructor.
3 Lect Hrs 3 Credits
Staff

Math 727 Differentiable Manifolds I
First semester of a two semester course. Topics to be selected from differentiable manifolds, tangent spaces, tangent bundles. Flows and vector fields. Lie derivatives. Differential forms. Generalizations of line and surface intergrals. Divergence theorem & Stokes' theorem, Riemannian manifolds. Riemann surfaces, relationships to vector analysis and to differential geometry.
3 Lect Hrs 3 Credits
Staff
Not offered every year

Math 728 Differentiable Manifolds II
Second semester of a two semester course. Topics to be selected from differentiable manifolds, tangent spaces, tangent bundles. Flows and vector fields. Lie derivatives. Differential forms. Generalizations of line and surface integrals, divergence theorem & Stokes' theorem, Riemannian manifolds. Riemann surfaces, relationships to vector analysis and to differential geometry.
Prerequisite: Math 727 or permission of instructor.
3 Lect Hrs 3 Credits
Staff
Not offered every year

Math 729 Stochastic Processes I
Probability spaces, measures, random variables. Various modes of convergence, laws of large numbers and of the iterated logarithm. Central limit theorem, conditioning, martingales.
3 Lect Hrs 3 Credits
Staff
Not offered every year

Math 730 Stochastic Process II
Processes with independent increments. Markov chains, stationary processes, continuous parameter Markov chains, diffusion processes. Sample paths, separability, semigroups, boundaries.
Prerequisite: Math 729 or permission of instructor.
3 Lect Hrs 3 Credits
Staff
Not offered every year

Math 731 Partial Differential Equations I
Hamilton-Jacobi theory for equations of first order. Distributions. Fourier integrals of distributions. Sobolev spaces of distributions.
3 Lect Hrs 3 Credits
Staff
Not offered every year.

Math 732 Partial Differential Equations II
Elliptic equations. Gardings' inequality. Smoothness of solutions of the Dirichlet problem. Hyperbolic equations. The Cauchy problem.
Prerequisite: Math 731 or permission of instructor.
3 Lect Hrs 3 Credits
Staff
Not offered every year

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Resident Faculty 1976-1977

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